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ABSTRACT

This simulation allows students to learn about and participate in many of the aspects of ancient Roman life that have influenced present institutions and way of life. The phases of the unit include: (1) "Daily Life"; (2) "Forum of Roma"; (3) "Temple of Apollo"; (4) "Pax Romana"; (5) "History/Mystery: 'Who Killed Mama Roma?'"; (6) "Circus Maximus" and (7) "Banquet." Each stage of play involves completion of tasks related to the topic. The culminating activity has students creating a banquet for the winning "gen" (team) who are declared the "Grand Gen of Rome." Students compete against each other in gens while making decisions about how they will execute the choices they have made in their exploration of Roman culture and history. Suggestions are included for modifying the unit for shorter periods of time. (EH)



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INTERACT
LEARNING THROUGH INVOLVEMENT

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# ROMANS

**A simulation of the history and culture of ancient Rome**

SO 028 774

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INTERACT
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SAMPLE

# ROMANS

**A simulation of the history and culture of ancient Rome**

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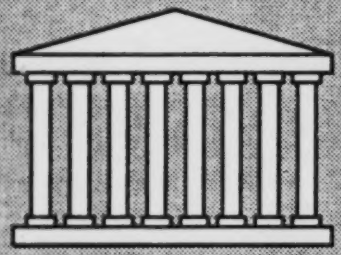
# PURPOSE/OVERVIEW - 1

## Introduction

In many ways, the heritage of Rome is that of a transformer and transmitter of ideas, rather than that of a creator. Rome borrowed heavily but wisely from the Greeks, basing philosophy, literature, art, and science on Greek models. In many ways, however, the Romans made better practical use of what the Greeks knew.

ROMANS is a simulation which allows students to learn about and participate in many of the aspects of ancient Roman life that have, subtly and significantly, influenced our present institutions and way of life.



**Students " learn about and participate in many aspects of ancient Roman life that have, subtly and significantly, influenced our present institutions and way of life."**

## What happens in this simulation?

ROMANS is organized into seven phases called Vias. Each Via takes approximately one week and is focused on a particular aspect of Roman life and history. These Vias are briefly described below:

- **Via I: Daily Life** begins with students becoming members of a Roman extended family called a "gen" in Latin or clan in modern English. They acquire Roman names, build a Roman domus (house), read Roman myths, are introduced to Roman history, complete several cooperative learning exercises on Roman daily life, and make wooden standards to hang the badges of honor called "corona" won by their groups.

- **Via II: Forum of Roma** begins with a historical overview emphasizing Roman government and the Roman system of elections. In preparation for the election, students travel back and forth on a *Forum of Roma* gameboard, using knucklebones, answering questions, doing research, and making small projects while testing their fate and collecting VOTE CARDS. After the election, students try to discover what happened to the republic and why it became a dictatorial empire.

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Seven Vias ...

- **Via III: Temple of Apollo** provides students an opportunity to demonstrate their artistic skills while applying what they learn about the Roman arts. They have choices in the presentation of projects that include the theater, mosaic art, and mythology. They also begin a long-range individual project in which they select a famous or infamous historical figure to be their guest at a Banquet given during the last Via.

- **Via IV: Pax Romana** has the gen groups first create various maps that show the stages of the expansion of the Roman Empire. They then cooperate to produce a large-scale map that incorporates the geography and characteristics of the provinces. They make enlarged maps of one region, including the roads, products, geographic features, cities, landmarks and points of interest, etc. These region maps then are joined into a large and comprehensive classroom map. Next, the gens do an essay analysis concerning the causes of the fall of Rome. They then complete, with your guidance, an Historical Timeline showing the rise and fall of the Roman Empire. Finally, this Via ends with a take-home test that deals with the Roman emperors and military figures as well as bringing together all the geography and general history of the empire.

- **Via V: History/Mystery "Who Killed Mama Roma?"** is designed to be a playful, yet very academically serious, reinforcement of the understandings students gained regarding the fall of Rome in Via IV. This Via is in the form of a one-act play focusing on a "wake" for Mama Roma. The characters who speak are stereotypical creations of each of the major factors that were involved in Mama Roma's life and in her demise. The vocabulary exercise helps students understand the dialog as well as the emotion of the moment.

- **Via VI: Circus Maximus** is designed to be an overview quiz or test covering data from all the previous Vias in which one group is pitted against another in answering questions to earn travel moves in their "chariots" around the Circus Maximus gameboard. This Via also acts to tie together the daily life, the government, the art, and the rise and fall of the empire in a highly motivating atmosphere.

- **Via VII: Banquet** provides a real up-beat way to end ROMANS. The gen having the most denarii points is declared the Grand Gen of Rome and becomes the guest of honor at a fine

Flexibility for everyone ...

banquet prepared by various gen committees. This Via provides students with an opportunity to introduce their guests—that is, their *Life-Sizers*—to the rest of the class, feed on the food of the gods, listen to speeches of praise about the Grand Gen of Rome, and, finally, be entertained by various talented Romans.

## Flexibility is a key component

This simulation is designed to offer you considerable flexibility in time, depth, and configuration of study. Your students compete against each other in teams (gens) while making decisions about how they will execute the choices they have made in their exploration of Roman culture and history.

You may decide to spend as little as two weeks or up to six weeks or longer involved in the varied activities—*depending on how many of the activities you choose to have students complete and how much information you elect to give out or have students research on their own.* Consider interrupting and augmenting the unit sequence with appropriate literature, direct lessons about the period, and enrichment materials. Most of all, enjoy yourself. Let your students become as involved and inventive as they are inclined and see what happens. You'll be amazed!

# OVERALL SETUP DIRECTIONS - 1

The items listed below are for general use during all phases. In later tab sections, each Via has its own special setup directions.

1. **Set up a classroom library** A classroom library is very useful in facilitating classroom research activities. Books should provide information on the subject of the Romans—arts, daily life, historical costumes, history of the empire, republic, and decline, as well as mythology, famous personalities, traditions, and contributions of Roman civilization, etc. (Often, your school librarian will allow you to use these books if they are kept in your classroom only. If not, have her/him set up a Romans Reserve Shelf for your students in the library.) Another good resource is one of the popular travel guides (found in any good book store) which aid travelers in planning vacations. You can easily find one on Europe that will offer students concise information and tell about famous historical sites. Local travel agents are additional sources of information and resources. They often have old travel brochures that they are happy to give away. Check your public libraries for other resources. Many universities have liberal lending privileges for classroom teachers. The more resources available, the easier time your students will have in researching the topics presented in this simulation.

2. **Acquire activity materials** These include construction paper, 3"x5" cards, yardsticks, rulers, crayons, markers, colored pencils, scissors, unlined paper (8-1/2"x11"), butcher paper, etc., as needed. You may not need or have all of these items available. As you preview the activities, determine what is best for your students. However, the greater the variety of materials available, usually the greater the variety of students' products. *(**Note:** Each Via's Guidelines/Daily Directions tell you precisely what you will need.)*

3. **Determine quantity of Roman money** Roman money was called *aurei* (singular = aureus) and *denarii* (singular = denarius);1 aureus = 25 denarii. Read through the Vias and decide the quantity of denarii you'll award to students/groups for each assignment in a Via. As you read through Via I, decide at what point you will begin awarding the denarii. If you wish to speed things up a bit or plan to eliminate a number of activities that would allow gens to accumulate money, consider allotting each gen with a minimum bankroll to start the game. In any case, be sure to make an ample amount so you don't run out at an inconvenient moment.

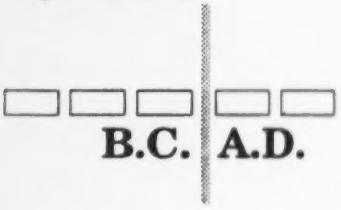
*Duplicate the aurei on yellow (gold) paper, the denarii on white paper.*

# OVERALL SETUP DIRECTIONS - 2

4. **Study the DENARII BALANCE SHEET** A DENARII BALANCE SHEET is kept by each team and is the official record of a team's score. *It is not a record of the amount of money in the team's possession.* You should emphasize this point to cut down on any "theft" or "counterfeiting" problems. You can eliminate paper denarii altogether if you wish to speed things up, but having tangible money does add excitement to awards.

TT TEACHING TIP

***Note:** Students must understand the meaning of B.C. (Before Christ) and A.D. (Anno Domini). Emphasize that A.D. does not mean "after death." You may want to give a lesson or short explanation of this concept. Also, you may wish to discuss B.C.E. (Before the Common Era) and C.E. as new terms historians use to differentiate the chronological divisions.*




5. **Prepare a dateline** Prior to Day 1, make a large dateline, beginning with 753 B.C., the founding of Rome. Then proceed with additional cards denoting 100-year intervals, ending with A.D. 476. Place these cards high on the walls around the room. Use a strip of dark-colored paper about two to three inches wide to run vertically between where B.C. becomes A.D. As your lessons and the activities progress, allow for a system whereby students add illustrated and captioned events to the dateline. By the end of the unit your class will have constructed a visual representation of the history of ancient Rome. (This display is particularly helpful when students are asked to develop a Timeline in Via V.)

6. **Set aside a place for storage** Here teams will store their materials. In this way, if students are absent, other students will have the team materials they need to continue with the work. Large manila pockets or the large envelopes that close with an attached elastic band are convenient for keeping group papers, etc.

7. **Establish a classroom atmosphere**
   a. To enhance your students' study of ROMANS, take some time to prepare your classroom to provide an atmosphere of ancient Rome by displaying maps, pictures, posters, art work, etc.
   b. Ideally, large group tables or groups of flat desks pushed together in six groups works best. This arrangement facilitates teamwork on larger activity projects as well as encourages group dynamics. If this is impossible, give teams designated classroom work areas and have them arrange their chairs or desks accordingly.

# OVERALL SETUP DIRECTIONS - 3

8. **Understand goal of the gens** The gen (i.e., team) of the six used throughout all phases who obtains the greatest number of denarii is honored at the banquet as the *Grand Gen of Rome*. Gens accumulate denarii during the activities you select to use during the time you have allocated for ROMANS. You may award denarii for any of the activities and assignments or even for behavior during this unit. At the end of each Via, collect each group's DENARII BALANCE SHEET to check to see if the gens have recorded their denarii correctly. After determining the count of each gen's denarii, award one corona—see #9 below—to that gen with the most denarii collected in that Via only. The corona's value equals the number of denarii that the winning gen has collected for the activities during that Via and will be added to that group's total on the DENARII BALANCE SHEET. Essentially, this will double the reward for that gen for that Via. Impress upon students the importance of doing well in each Via as their efforts determine who is named the Grand Gen of Rome.

TT TEACHING TIP

***Note:** These crowns were held over the head of the conquering general during his triumphal parade by a slave who kept repeating, "Remember you're only human."*

9. **Construct six coronae (wreaths or cardboard circles)** If you wish to construct actual wreaths, make them sufficiently large to fit around an average student's head. Construct them from either plant material or cardboard. They should look somewhat like the wreath on page I:XIII—see art at left. (Consider asking an artistic student to help make such real or cardboard wreaths.) As a minimum, you do have to make simple cardboard coronae. Duplicate a copy of each corona on pages II:XLVI-XLVIII. Cut out the circled wreaths and paste them onto cardboard for the winning gens to place on their standards. *(For a full description of coronae, see page II:XLIII ff.)*

10. **Duplicate the ROMANS GEN CHART** Duplicate the chart below on a poster (or on the chalkboard), one per class. Post the chart in the classroom so all students can see how their gen is doing compared to the other groups. Also, at the end of each Via, have all gens turn in their denarii. In this way, all denarii can be used again in the next Via.

**Romans Gen Chart**

| All gens' names | Denarii total earned before | Denarii earned this Via | New denarii total | Class ranking |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

## Student resources

*Aspects of Roman Life*, edited by Peter Hodge, Longman Publishing, Burnt Mill, Essex, England, 1977. ($37.50)
*Roman Towns*, Peter Hodge
*Roman Sport and Entertainment*, David Buchanan
*Roman Religion*, Michael Massey
*The Roman House*, Peter Hodge
*Roman Archaeology*, Miranda Green
*Roman Technology and Crafts*, Miranda Green
*The Roman Army*, Peter Hodge
*Roman Family Life*, Peter Hodge

*Atlas of Ancient History*, Michael Grant, Dorset Press, London, 1971. ($5.95)

*Children's Picture World History Series: Empires and Barbarians*, Patricia Vanags, Usborne Publishing Ltd., London. ($5.95)

*City: A Story of Roman Planning and Construction*, David Macaulay, Houghton Mifflin, Boston, 1974. ($6.95)

*Creative Activities for Teaching World History*, Stevens & Shea Publishers, Stockton, CA. ($12.95)

*The Everyday Life of a Roman Soldier*, Giovanni Caselli, Macdonald Publishers & Co., London, 1986. ($10.95)

*Julius Caesar*, Roger Bruns, Chelsea House Publishers, New York, 1987. ($16.95)

*Life in Ancient Rome*, F.R. Cowell, G.P. Putnam's Sons, New York, 1961.

*Pompeii*, Ian Andrews, Cambridge University Press, London, 1978. ($5.25)

*A Roman Town*, Jonathan Rutland, Grisewood & Dempsey Ltd., London, 1986. ($3.95)

*The Roman Army*, John Wilkes, Cambridge University Press, London, 1972. ($5.25)

*The Roman Engineers*, L.A. and J.A. Harney, Cambridge University Press, London, 1981. ($5.25)

*The Romans and Their Empire*, Trevor Cairns, Cambridge University Press, London, 1970. ($8.95)

*Rome: Transparency and Duplication Book*, Marilyn Chase, Milliken Publishing Co., St. Louis, 1970, 2 volumes. ($12.95 each)

*Rome: 750 B.C.-500 A.D.*, Simon James, Franklin Watts, New York, 1987. ($11.90)

*The Seven Wonders of the World*, Kenneth McLeish, Cambridge University Press, London, 1985. ($11.95)

*The Time Traveler Book of Rome and Romans*, Heather Amery and Patricia Vanags, Usborne Publishers, London, 1976. ($5.95)

*Welcome to Ancient Rome,* Anne Millard, Usborne Publishing Ltd., London, 1981. ($3.95)

*Women in Ancient Greece and Rome,* Susan Gross and Marjorie Bingham, Glenhurst Publications, Ltd., St. Louis, 1983. ($8.95)

## Teacher resources

*Ancient History: Evidence and Models,* M.I. Finley, Viking Penguin, Inc., New York, 1986.

*The Ancient World: An Historical Perspective,* Henry C. Boren, Prentice Hall, Englewood Cliffs, New Jersey, 1976.

*A Brief History of Western Man,* Thomas H. Greer, Harcourt Brace Jovanovich, Inc., New York, 1972.

*Corruption and the Decline of Rome,* Ramsay Macmullen, Yale University Press, New Haven, 1988.

*The Excellent Empire: The Fall of Rome and the Triumph of the Church,* Jaroslav Pelikan, Harper and Row, San Francisco, 1987.

*The Fall of the Roman Empire: The Military Explanation,* Arthur Ferrill, Thames and Hudson, London, 1986.

*The History and the Decline and Fall of the Roman Empire,* Edward Gibbon, London, 1776.

*A History of Private Life from Pagan Rome to Byzantium,* edited by Philippe Aries and Georges Duby, Harvard University Press, Cambridge, Massachusetts, 1987.

*History of Rome,* Michael Grant, Charles Scribner's Sons, New York, 1978.

*The Masks of God: Occidental Mythology,* Joseph Campbell, Viking Penguin, Inc., New York, 1964.

*The Other Side of Western Civilization: Readings in Everyday Life,* edited by Stanley Chodorow, Harcourt Brace Jovanovich, New York, 1973.

*The Oxford History of the Classical World,* edited by John Boardman, Oxford University Press, Oxford, England, 1986.

*Pagans and Christians,* Robin Lane Fox, Alfred A. Knopf, Inc., New York, 1986.

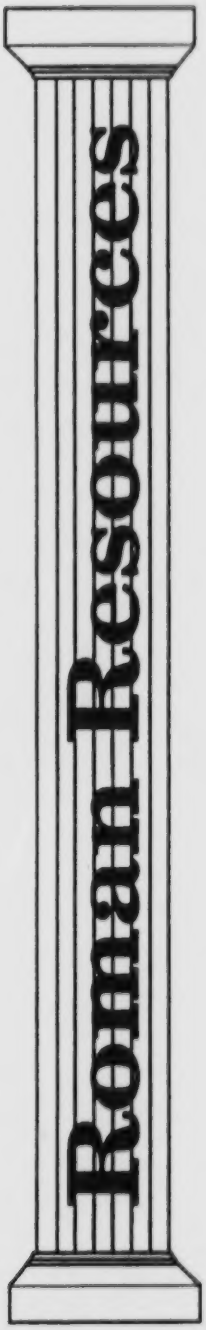
*The Rise of the West: A History of the Human Community,* William H. McNeill, University of Chicago Press, Chicago, 1963.

*The Roman Emperors,* Michael Grant, Charles Scribner's Sons, New York, 1985.

*The Roman Empire,* Colin Wells, Stanford University Press, Stanford, CA, 1984.

*Romans and Aliens,* J.P.V.D. Balsdon, University of North Carolina Press, Chapel Hill, North Carolina, 1979.

*A World History,* William H. McNeill, Oxford University Press, London, 1971.




## Series containing volumes on ancient Rome

*Echoes of the Ancient World Series: The Romans* and *Byzantium,* Margaret Lyttelton and Werner Forman, Orbis Publishing Ltd., London, England, 1984.

*Empires: Their Rise and Fall Series: The Order of Rome,* Jack Holland and John Monroe, Boston Publishing Co., Boston, 1986.

*Great Ages of Man Series: Imperial Rome,* Moses Hadas, Time Incorporated, New York, 1965.

*The Story of Civilization Series: Caesar and Christ,* Will Durant, Simon and Schuster, New York, 1944.

*The Story of Man Series: Greece and Rome,* edited by Marie Severy, National Geographic Book Service, 1977.

*The Timeframe Series: A Soaring Spirit, Empires Ascendant,* and *Empires Besieged,* Series Director Henry Woodhead, Time-Life Books, Alexandria, VA, 1988.

*Wonder of Man Series: The Colosseum* and *Hagia Sophia,* Peter Quennell, Newsweek, New York, 1971.

## Women's history

*A History of Their Own Women in Europe From Prehistory to the Present,* Bonnie Anderson and Judith Zinsser, Harper and Row, Publishers, New York, 1988.

*When God Was a Woman,* Merlin Stone, Harcourt Brace Jovanovich, New York, 1976.

*Women's Roots,* June Stephenson Diemer, Smith Publishing Co., Napa, CA, 1988.

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**ONE DENARIUS**

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Romans I:X

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**ONE AUREUS**

# Denarii Balance Sheet

Gen name: _____

**Directions:** The gen chairperson (patriarch or matriarch) should enter any award for denarii that the teacher gives the gen. If a gen earns a corona at the end of a Via, enter as a *bonus* an amount equal to the total the gen earned for that Via.

| Via | Item | Award | Running Balance |
|---|---|---|---|
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## CORONA—wreath model
(plant or cardboard)

See directions on page I:VI regarding how to use this illustration as a model for making a student's head wreath out of plant material or cardboard.

Via I: Daily Life

## Via I: Daily Life

Welcome to ROMANS and Via I. In this Via (English meaning: the way) your students will participate in activities that are intended to build team spirit while encouraging individual responsibility. This Via includes the basics of early Roman family life and culture: literature, language, history, money, numbers, geography, and sociology. Cooperative learning strategies allow students to interact with each other as well as with the historical period.

## Before the simulation begins

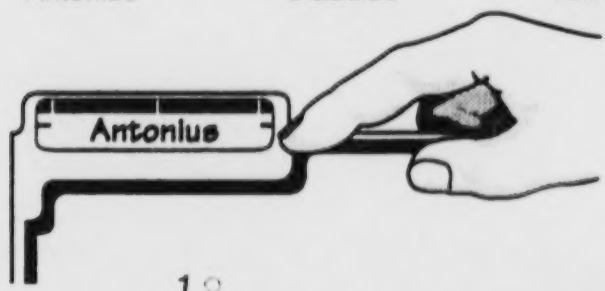
1. **Background** In preparation for Day 1 activities, teachers—especially those in the middle school grades—may wish to provide a unit of study or brief background on volcanoes. *National Geographic* has produced a spectacular video on Mt. Vesuvius and the burial of Pompeii, which will set the stage for beginning this simulation.

2. **Resource materials** Assemble resource materials: maps, cardboard, wood standards, bulletin board materials, etc. At this time it is a good idea to pre-build the wood standards using a piece of 1"x2" about 3 feet long nailed to a piece of 2"x4" about a foot long. (You could have some students taking woodshop do this for you, if available.) Also make up the coronae wreaths you plan to use and precut the replicas of the coronae out of cardboard. (See the ROMAN STANDARD AND CORONAE handout.)

3. **Student grouping** Decide how you are going to group your students and how many groups of three to six you want. (We recommend you use six groups.)

4. **Group folders** Set up six manila folders—one for each gen group—with the following titles:

| | | |
|---|---|---|
| Julius | Cornelius | Aemilius |
| Antonius | Claudius | Tullius |



# GUIDELINES/DAILY DIRECTIONS - 2

5. **Duplication** Duplicate the following and place in the folders as indicated:
   - Roman money sheets on pages I:X and I:XI (approximately 30 sheets of denarius on white paper and 15 sheets of aureus on gold paper). Cut them apart. Put four aureus in each folder.
   - DENARII BALANCE SHEET (one per folder)
   - ROMAN NAMES (one per folder)
   - BIRTHING CEREMONY AND BULLAS (one per student)
   - DOMUS: A ROMAN HOUSE (one per folder)
   - VIRTUES ACTIVITY (one per folder)
   - MYTHS (one copy of the myth assigned each gen)

| Myth | Gen |
|---|---|
| *Romulus and Remus* | Julius |
| *Sabine Women* | Aemilius |
| *Horatii* | Cornelius |
| *Tarpeia* | Antonius |
| *Junius Brutus* | Tullius |
| *Caius Mucius* | Claudius |

   - HISTORICAL OVERVIEW ESSAY (one set per folder)
   - HISTORICAL OVERVIEW TEST (one per student; hold until later)
   - ROMAN EDUCATION (one set per folder: optional)
   - ROMAN ALPHABET (one set per folder: optional)
   - ROMANS ROOTS RACE
   - ROMAN NUMERALS (one set per folder: optional)
   - ROMAN MONEY (one set per folder: optional)
   - ROMAN ENTERTAINMENT (one set per folder: optional)
   - ROMAN STANDARD AND CORONAE (one per folder)

***Note:*** *These myths tell a great deal about proper Roman behavior. Have students analyze the cultural values behind them. Compare them to other myths you've read.*

# GUIDELINES/DAILY DIRECTIONS - 3

**Grand Gen of Rome**

**Day 1**

1. Use some sort of volcano introduction, if available.

2. Read aloud *The Story of Aeneas*. (First review the Teacher Notes on pages II:X-XI.)

3. Move the gens you have organized previously into individual groups.

4. After the groups are settled, give each group 100 *denarii* in the form of 4 *aurei* (which are worth 25 denarii each). Explain that the group acquiring the most *denarii* (Roman money) and *coronae* (Roman crowns of honor) by the end of the simulation will be declared the Grand Gen of Rome. (You may wish to use the term, family for gen. Make sure students understand that "family" in this sense means "extended" family, not one's immediate family). Further explain that all assignments and extra credit work carry a denarii reward and that the group finishing with the most denarii at the end of each Via (phase) in the simulation will receive a *corona*, which will *double* that group's denarii amount for the Via.

5. Have each gen elect a chairperson, who will become the "patriarch" or "matriarch" of the gen. Then have the chairpersons divide their groups into halves. One half will be responsible for the ROMAN NAMES assignment; the other half will complete the DOMUS: A ROMAN HOUSE assignment for the gen. (It is important to note, however, that *all* members do contribute to both assignments: See the individual assignments for detail.)

6. Allow the remainder of the hour for the groups to get started on their assignments.

**Day 2**

1. Allow all this period for the gens to acquire a Roman name and to design and make their bullas and domus.

2. As any of the above tasks may require extra effort on the part of some group members, tell students you will reward volunteers with extra denarii. Also, tell them all bullas and at least the house floor plan are due by the next hour.

"Let the boy be called ..."

3. Pass out BIRTHING CEREMONY AND BULLAS handouts. Ask for one boy and one girl volunteer for a special assignment. Tell the volunteers that they will be symbolic children during the "Birthing Ceremony" to be conducted by you the next hour. Explain that you will have a white robe for each to wear. If you can't acquire these, ask them to wear white. It is desirable if you, also, wear a white robe. Basically, you will follow the ceremony as it is given in the handout by shouting out the boy's/girl's name in the phrase: ***"Let the boy/girl be called _____!"*** as you place his or her bulla around his/her neck.

4. Tell all students to have their bullas ready by the next hour.

**Day 3**

1. Have "birth" volunteers leave the room. Explain you are going to simulate the birthing ceremony. Have all stand and form a semi-circle around the room. Tell students they must have their bullas ready, but they must have them in their hands, not around their necks.

2. Have the volunteers come in and kneel in front of you. Place your hands on their heads and have them rise as you shout: ***"Let the boy be called _____ and the girl be called _____."*** Place their bullas around their necks.

3. Have each volunteer stand on either side of you and then shout: ***"Let all be called by their new Roman names!"*** Have all shout out their names and place their bullas around their necks. Then have them return to their gen circles. Award 100 denarii to each gen whose members all have their bullas on. Deduct 20 denarii for each member who does not have a bulla. Also award the volunteers 50 denarii each for their gens.

4. Call the gens' attention to the *myths* each folder contains. Have the chairpersons pass out the myth copies to each member. Then have them silently read the myths.

5. After all have finished, have the chairpersons conduct a discussion with their gens as how to best illustrate the group's myth with a skit. Tell them each group will have to give its skit during the next hour or so. Also indicate that each group can receive up to 100 denarii for its skit.

# GUIDELINES/DAILY DIRECTIONS - 5

**Day 4**

1. Pass out the VIRTUES ACTIVITY. Have chairpersons read the directions, preparing their gens to fill out the Roman Virtures chart.

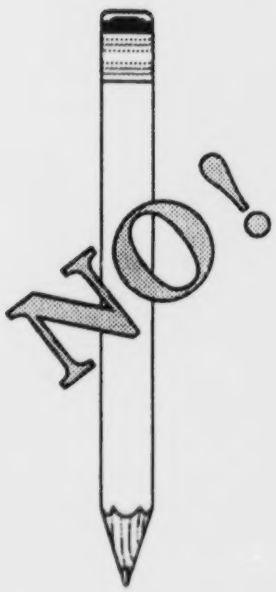
2. Allow the gens to rehearse and present their skits. (Have the chairpersons guess a number between 1 and 21 to determine the order of presentation.)

3. Have as many skits presented as you can. Following each skit, have each gen fill out its Roman Virtues chart. Then have the chairpersons stand and indicate what their groups felt was the lesson of the myth. Allow a short discussion of this value in reference to today to determine if the class feels the value is still relevant.

**Day 5**

1. Have the groups finish their skits and then turn in their Roman Virtues charts for evaluation. Indicate your denarii award for each group's skit.

2. Have the chairpersons pass out the HISTORICAL OVERVIEW ESSAY to each member. Have the students reverse their desks or chairs so their backs are to one another. Allow students 15 minutes to read the essay and take notes. (Allow more time if your students are slow readers.)




3. Have the students reverse their chairs so that they now face one another. Have them put away all pencils or pens. Then pass out the HISTORICAL OVERVIEW TEST. Allow the groups to discuss the questions for 10 minutes, but *indicate forcefully that any student caught with a pen or pencil will be fined 20 denarii.*

4. Have the students again reverse their desks/chairs and take the test individually. Tell them their team score will be an average of all gen members.

5. Have the chairpersons collect the tests and give to you. If you have time, redistribute each gen's tests to another gen for grading. Orally give the answers and discuss any points you think need clarification or emphasis. (Time constraints may force you to move this to the next hour.)

# GUIDELINES/DAILY DIRECTIONS - 6

**Answers for HISTORICAL OVERVIEW TEST:**

1. Romulus and Remus
   Aeneas
   Latins, Etruscans, Sabines

2. Turkey
   west
   Tiber

3. Latins
   Tiber
   Alba Longa
   Rome
   trade

4. seven hills
   Palatine, Capitoline, Aventine, Caelian, Esquiline, Viminal, Quirinal

5. seven
   Romulus
   Numa Pompilius
   Tullus Hostillius

6. Tarquinius Priscus
   beautify cities
   build temples

7. Cicero
   the people
   260,000

8. absolute ruler
   removed from power

9. rule of kings

10. coins, ceremonies, symbols, religious rituals

***Note:** If you did not have time to grade the HISTORICAL OVERVIEW TEST, do so today.*

**Day 6 *(optional)***

***Note:** The following lessons can be done in their entirety or selected according to your best judgment. They're fun—and certainly educational—for students if you feel you have the time. They may also be done in any sequence.*

1. Distribute ROMAN EDUCATION. Have one student in each group dictate the text of the information sheet to the others as they act as Roman scribes, copying the text onto their papers. This is the actual procedure that was performed by Roman scribes in ancient times in order to duplicate books, usually onto papyrus scrolls. (You may not wish to take the time to have the whole text dictated, although the more the students must copy, the more the point of how tedious a process it was will be understood.) Upon completion of the exercise, have students add a comment about how such a system of copying

books would add to their value. Students might also illustrate their Roman "book," depicting some aspect of the information.

2. Distribute the ROMAN ALPHABET exercise and read as a class or in groups. Discuss the questions asked within the text of the information. Then call the students' attention to the ROMAN ROOTS RACE. To help motivate the students for the activity, tell them that this is a race and set a time limit (about 15 minutes, depending on the students' overall ability level). Students will work together in their groups to make guesses about possible English words that have their roots in the given Latin words provided and then check their guesses using a dictionary. They will also need to find the Latin root and its meaning in the dictionary word entry.

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V

**Extra credit option**: You may wish to have students speculate, using the Latin origin, how the word came to have its present-day English meaning. For example, the word *carpentum*

***Note:***
*When the time is up, check for correct answers and award 25 denarii to the group with the most correct responses; 15 for the second most; and 5 for the third most.*

*Of course, there may be more than one English word that would have its root in the Latin word listed. Allow for this flexibility.*

| Latin | Latin Meaning | English |
|---|---|---|
| accordare | to be in tune | accordion |
| albus | white | album |
| animalus | having breath | animal |
| carpentum | chariot | carpenter |
| computare | calculate | computer |
| capere | to seize | cop |
| docere | to teach | doctor |
| embarrare | to bar in | embarrass |
| ingenium | cleverness | engine |
| ambulare | to walk | ambulance |
| juncus | bulrush | junk |
| marcare | to beat the ground with the feet | march |
| mirari | to admire | mirror |
| monere | warn | monster |
| paleta | a shovel | palette |
| plumbum | leach (as in pipes) | plumber |
| scrupulus | a small stone | scruples |
| senex | aged and old | senator |
| septem | seven (7th month of Roman calendar) | September |
| subvenire | to occur to the mind | souvenir |
| tenere | to hold | tenor |
| trivialis | trifling | trivial |
| umbra | shade | umbrella |
| **Roman** | **Latin Meaning** | **English** |
| calenda | first day of the month; money lenders' book | calendar |
| candidatus | clothed in white | candidate |
| curriculum | a Roman chariot used for racing | curriculum |
| mille passus | a thousand paces | mile |
| salarium | from salt (as paid in salt) | salary |

is Latin for chariot. In Roman times chariots were made of wood by men who specialized in such trades. Today's carpenters are also builders who specialize in constructions of wood. Another example, the word *juncus* is Latin for bulrush, which was the material used by sailors for making rope. Sailors would call old rope "junk," and so today we call anything old and useless "junk."

3. Distribute the ROMAN NUMERALS exercise. Have students first read the instructions and do the exercise by themselves. Then, have the gens meet and allow members to check one another's answers. Finally, have the leader of the gen turn the exercise into you. Award 10 denarii for each exercise completely and correctly done. This chart might also serve as a study sheet for a quiz or even a spelling list. *(Answers: 1. answers will vary. 2. September, IX, septem; October, X, octo; November, XI, none; December, XII, dis. 3. a. 14-2 =12, XII; b. 10 x 10 = 100, C; c. 40 + 8 + 2 = 50, L.)*

   **Extra credit option**: Students might seek out public buildings either in your community or in books with pictures of classical architecture and copy the Roman numerals inscribed on them. They should identify the building and figure out the Arabic numeric equivalent.

4. Distribute the ROMAN MONEY exercise. Students should use the information provided to figure out the word problem. You might make this a race by imposing a time limit or awarding a prize for the first correct response, or you might want to make it a homework assignment. *(Answer: Yes. 1 denarius)*

***Note:** Perhaps during this Via or a later one, you'd like to stage some "games" outside with a discus Frisbee throw, standing broadjump, tug of war, hula hoop roll relay, pie-eating orgy, gladiator chug-a-lug, etc.*

5. Pass out the ROMAN ENTERTAINMENT exercise. Instruct each gen member to follow the directions given at the end of the essay. These directions call for each member to pick one paragraph to illustrate. Tell each gen to have members pick several paragraphs so that each illustration will depict a different paragraph. Have the gens then turn in the completed work for a group denarii award on the totality.

**Day 7**

*A cheaper, easier to make and less cumbersome option is to use a hardware yardstick to decorate with symbols, etc.*

1. Call the gens attention to the ROMAN STANDARD AND CORONAE assignment sheet in their folders. Have the groups discuss what each wants on its standard and have them assign members to construct the standard. (These can be very elaborately done, but the usual method is to use a piece of 1"x2" about 3 feet long that is nailed to a piece of 2"x4" about a foot or so long. Then, the symbols are cut from cardboard and stapled to the upright 1"x2". This standard is then kept next to the chairperson's desk or on the group's table. Having the standards pre-built and the cardboard ready will save time for this project. You can always offer the gens extra denarii in the coming Via if someone wants to build a more elaborate standard.)

2. Have the chairpersons finish their entries on the DENARII BALANCE SHEET. Have the chairpersons exchange balance sheets to check one another's math. Determine which group has the most denarii at this time.

3. Conduct a Corona Award ceremony. Have the winning gen come forward and kneel in front of you. Place the corona civica on the chairperson's head and have the group rise. The above sentence assumes you have made a wreath; if you have not, award the corona badge for the standard only. Also give a cardboard replica of the corona to the chairperson which can be then stapled to the group's standard. Praise the group as a good example for work that will be required in the next Via. (Note: *the corona civica and the badge need to be made prior to this day. See #9 setup directions in the introduction.)*

4. If you have time, motivate the next Via by explaining a little about what will happen.

Motivate Via II ...
**Motivate Via II ...**
**Motivate Via II ...**
**Motivate Via II ...**

## Regarding the Founding of Rome

About 1000 B.C. Villanovan migrants crossed the Tiber River and settled in Latium. No one knows whether they conquered, exterminated, or merely married the neolithic population they found there. Slowly the agricultural villages of this historic region between the Tiber and the Bay of Naples coalesced into a few jealous sovereign city-states who were loath to unite except in annual religious festivals or occasional wars. The strongest was Alba Longa, lying at the foot of Mt. Alban, probably where Castel Gandolfo now shelters the pope on summer days. It was from Alba Longa, perhaps in the eighth century B.C., that a colony of Latins—greedy for conquest or driven by the pressure of the birth rate upon the land—moved some 20 miles to the northwest and founded the city of Rome.

All this is historical conjecture. Roman tradition tells a much more interesting story. For the Romans, this moment (hypothetically April 22, 753 B.C.) became *anno urbis conditae*—in the year from the city's foundation. The progenitor of this race of giants was none other than Aeneas, offspring of Aphrodite-Venus, who, having fled from burning Troy, suffered in many lands at the hands of many men. He brought to Italy the gods and sacred effigies of Priam's city. Aeneas had married Lavinia, daughter of the king of Latium.

Eight generations later, their descendant Numitor held the throne of Alba Longa, Latium's capital. A usurper, Amulius, expelled Numitor and, to end the line of Aeneas, killed Numitor's sons and forced his only daughter, Rhea, to become a priestess of Vesta, vowed to virginity. Rhea, however, lay down by the banks of a stream and opened her bosom to catch the breeze. Too trustful of gods and men, she fell asleep. The god Mars, overcome by her beauty, left her with twins. Amulius ordered the twins to be drowned. They were placed on a raft, which kind waves carried to the land. There they were suckled by a she-wolf (lupa) or, as some say, by a shepherd's wife, Acca Larentia, nicknamed Lupa. When Romulus and Remus grew up, they killed Amulius, restored Numitor, and went resolutely forth to build a kingdom for themselves on the hills of Rome.

Roman children must have heard the story of Rome's illustrious ancestor many times. This story, and others like it, provided a mystique of superiority in which the Roman state and the individual citizen wrapped themselves. This conviction—that Romans were members of an elite group with a god-given mandate

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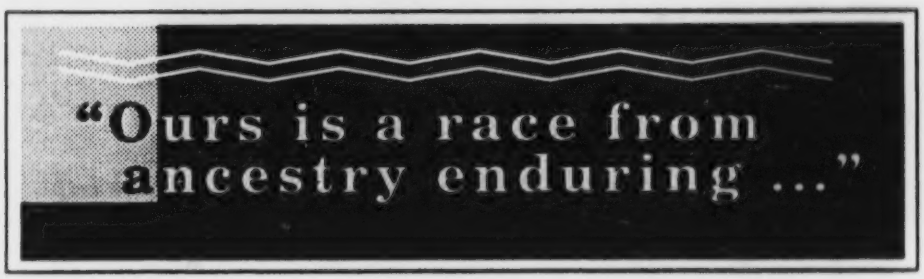
for greatness—was sustained by the legends of the prowess of the Roman forebears. Some of these stories Roman children knew through an oral tradition. Others were composed by writers such as Livy, Virgil, and Horace. Virgil describes the early Latins in this passage from the *Aeneid:*

TT TEACHING TIP

*You may wish to ask students to analyze this passage: What was life like for young Romans?*

Ours is a race from ancestry
Enduring; to the streams we carry down
Our sons at birth, and with harsh frosty waves
We harden them. Our boys watch for the dawn
To go a-hunting, and they scour the woods;
To wheel their steeds their pastime, and to aim
Shafts with bent bow. But, patient in their toil,
Our youth to scanty ways of life indured
With harrow tame the soil, or else in war
Make towns to tremble.

Official Roman history insisted that the Romans were invincible and the story of Aeneas and his travails reinforces that attitude. At the beginning of the simulation students should listen to you read the story of Rome's founder. Many versions are available. *The Story of Aeneas*, which your students will soon hear, is only one.



# THE STORY OF AENEAS - 1

**Who was Aeneas?** Lord Aeneas was the son of the goddess Aphrodite (Venus) and related to the royal house of Troy. He was a mighty warrior and the founder of a race of giants. Aeneas also became the founder of the Roman race and the tribe of Julius. This is his story.

**The ghost's first warning** Not long after the death of Prince Hector at the hands of the mighty Achilles, his ghost returned to warn Aeneas that Troy was doomed to destruction. Only by leaving the burning walls of this high-towered city and founding a new nation of men could Aeneas and his line hope to survive. So, as King Agamemnon's troops entered the fabled city of Troy, Aeneas, with the help of his divine mother Aphrodite, left the doomed city. While the Greeks divided the rich spoils of Troy's treasury, burned the houses, pulled down the walls, and sacrificed immense numbers of cattle and sheep to the Olympian gods and goddesses, Aeneas set sail for Thrace, a nearby country.

> *" Only by leaving the burning walls of this high-towered city and founding ... "*

**Sailing to Delos** Once again Aeneas was warned by the ghost to stay not long with the Thracians—they murder the men of Troy. So he set sail for the holy shrine of Apollo on the island of Delos. There the Lord of the Sun told Aeneas to return to the land of his ancestors. Now to Aeneas, the land of his ancestors was the island of Crete in the Aegean Sea. He was wrong, however, and the gods sent pestilence and sickness to drive him onto the right path—to the lands far to the west—the lands of Italy, from which the Trojan Dardanus had come so long before. Aeneas now knew where his destiny was taking him.

**The vision from Apollo** However, Aeneas soon discovered that to know one's destiny and to fulfill it are not the same. Leaving Crete on his ships of the many-colored sails, he was caught in a storm and forced up the western coast of Hellas. Unfortunately, he was unable to land because of birdlike monsters, the Harpies, which inhabited the land. These filthy and repulsive birds with human faces drove Aeneas to the land of Epirus. There he found Andromache, wife of Helenus, who urged him to share his vision from Apollo, the Sun Lord, and request his assistance. Helenus warned him that the trip to Italy would be a perilous one. He told stories about the Straits of Messina, through which the Trojans would have to pass. It seemed that these straits between the mainland of Italy and the island of Sicily were guarded by two terrible dangers: on one side was Scylla, a horrible six-headed monster who seized mariners from passing ships and devoured them, while on the other side was Charybdis, a whirlpool whose swirling waters sucked in ships and spouted them forth three times a day.

**Chased by the cyclops** To avoid these dangers, Aeneas and his men landed on the eastern shore of Italy, but were soon driven away by fierce Greek warriors. They continued south. After a narrow escape from Scylla and the whirlpool of Charybdis, they landed on the island of Sicily, near the volcano, Mt. Aetna. No sooner had they landed then they were chased back to their ships and out to sea by the cyclops Polyphemus. You may remember the cyclops from the story of Ulysses. These giants with only one eye in the middle of their foreheads were ferocious monsters who devoured men. But that's another story.

**A storm at sea** Having escaped several terrible dangers, Aeneas and his men would soon face another. The goddess Juno hated all Trojans because Prince Paris of Troy had failed to award her the golden apple in the contest that started the Trojan War. That's another story, too! Just be satisfied that Juno hated all Trojans on sight, and she especially hated Aeneas. Because she was the queen of the gods, she could see into the future. She knew that Aeneas was destined to found a race of great warriors—warriors who would one day destroy her favorite city of Carthage, which was just now being built on the shores of North Africa; so she set out to destroy Aeneas and his men, and thus prevent the destruction of Carthage. She bribed Aeolus, the king of the winds, to unleash a dire storm on the ships of Aeneas. This gale scattered the fleet and sank one ship. It was only after Poseidon, Earth shaker and lord of the sea, intervened that the storm was calmed and Aeneas was able to put into safe harbor on the African coast.

**Aphrodite complains to Zeus** Meanwhile, during this terrible storm, Aeneas' mother, the goddess Aphrodite, complained to Zeus about her son's many misfortunes. The king of the gods promised her that these trials would all be overcome and that Aeneas would go on to found a great nation. This was his destiny and even Juno, the queen of the gods, could not prevent it.

**Love lost because of a quest** Now, on the coast of North Africa, Aeneas discovered that he and his men were in the land of Libya, in the kingdom of Carthage, a city ruled by the beautiful Queen Dido. In a mist of invisibility provided by his mother, Aeneas entered the city and found the queen in the holy Temple of Juno. Here they discovered the companions they had lost in the storm being helped by the queen. Aeneas stepped out of his invisible mist and requested that Queen Dido grant

# THE STORY OF AENEAS - 2

him and his companions hospitality and aid. Queen Dido was now full of admiration and pity for the handsome commander. Seeing this, Aphrodite sent Cupid with his arrows of the heart to turn her admiration into love, and it wasn't long before Queen Dido was so in love with Aeneas that she asked Juno to marry them. But Zeus sent his messenger Mercury to remind Aeneas of his great quest to found a new nation in Italy. Once again Aeneas had to resume his journey to his promised homeland and reluctantly made plans to depart in secret. Dido learned of his plans and pleaded with him to stay. Her words were useless. She could not change Aeneas' fate—the will of the gods must be obeyed. As Aeneas and his ships were ready to sail, Dido called upon her descendants to avenge his treachery. Her heart broken, she committed suicide.

**Into the underworld** Once again, Aeneas set out for western Italy and landed at the town of Cumae, where one of his own ancestors, Daedalus, had built a temple to Apollo, the Sun Lord. Here Aeneas found the Sibyls. The Sibyls were prophetesses of Apollo who could look into the future. The Cumaean Sibyl was the most famous. She prophesied that Aeneas would have to wage a war to gain a bride and establish a city. Aeneas persuaded the Sibyl to direct him through the underworld, where he went to see his old father, Anchises.

**Finally arriving home** Anchises foretold that Aeneas would father a long line of descendants who would rule Rome and make it great, right down to Augustus Caesar, a famous emperor of the Roman Empire. Then Aeneas and his guide made their way back to the world of the living, where they joined their comrades. They then sailed north along the coast and up the Tiber River. At last Aeneas had arrived at his destined home. This place, Latium, was ruled by King Latinus who had a beautiful daughter named Lavinia. It had been foretold that Lavinia would marry a foreigner. When Aeneas arrived, King Latinus gave him a warm welcome, but his wife, Queen Amata, wanted Lavinia to marry Turnus, a neighboring prince. It was not long before war broke out between the Trojans and the Latin tribes, lead by Turnus and Camilla, the beautiful virgin warrior.

**The river god Tiber** Knowing that his chances against such a large army were not good, Aeneas sought the aid of the river god, Tiber. Tiber appeared to him in a dream and told him to travel upriver to the town of Pallanteum, which he did. There he found an ally in its king, Evander. Evander also encouraged Aeneas to solicit aid from the Etruscans, a people farther to the north. As the day of the great battle drew near, Aphrodite provided her son with armor forged by the god Vulcan. On the shield were several scenes depicting the future history of Rome.

**Furious battle** While Aeneas was away, Turnus attacked the Trojans, burning their ships and entering the Trojan camp. A great many of the Trojan warriors were slaughtered before Aeneas was forced to retreat across the river. That night Aeneas returned with his allies. At dawn the battle resumed and Aeneas' attack was furious. A great many warriors on both sides were killed and a 12-day truce was called during which both sides burned their dead on funeral pyres and mourned for their lost companions. Finally, in an attempt to stop the fighting and decide who would marry Lavinia, Turnus challenged Aeneas to single combat before both armies. The next morning Aeneas and his son Iulus rode out to meet Turnus. Before the assembled throng, Aeneas promised that if he lost, his son would leave the territory forever, but if he won, he would treat the Latins generously and build a city in honor of his bride, Lavinia.

**Turnus and Aeneas meet** This duel of the champions was not to be just yet. Juno, who you will remember hated Aeneas, sent a nymph to spread confusion. She caused a Latin soldier to shoot an arrow at Aeneas, wounding but not killing him. After this event, both armies attacked, and once again the battle was resumed. Aeneas decided to attack the city of Latium. The Trojans mounted an assault and entered the city. Turnus and Aeneas met on the field of battle. For a long time the outcome of their duel was in doubt; both men inflicted wounds on one another. Then Turnus' weapon shattered, and he turned to flee. Aeneas chased him on limping legs, killing him with a blow of his great sword. From her throne in heaven, Juno could see that the battle was lost and that the Trojans would win. She quickly ran to Zeus and made him promise that he would protect her Latin tribesmen. Zeus agreed that the Trojans and the Latins would have to unite as a single people.

*"... Turnus challenged Aeneas to single combat before both armies ..."*

**A long line of Latin kings** Aeneas married the Latin princess, Lavinia, and built the city of Lavinium. Through his son, Iulus, he founded a long line of Latin kings eventually resulting in the founding of Rome. Thus, Aeneas was known as the first Roman, and by his strength, courage, piety, and steadfastness he exemplifies the finest qualities his successors would possess. This, then, is the story of the first Romans.

# ROMAN NAMES - 1

## What's in a name?

Birth in ancient Rome was no guarantee of life. If a child was deformed or female, the father was permitted to allow it to die, a common practice of the early Greeks. Otherwise it was welcomed, for even though Romans of this period practiced some measure of family limitation, they were eager to have sons. Following a very ancient tradition of the Indo-European peoples, families held a solemn ceremony either at home or in a temple nine days after a boy was born (eight days after a girl was born). After the child was "consecrated" or "purified," a round or heart-shaped lucky charm (bulla) was hung around the child's neck. The charm would be of gold when the parents were rich—of leather if they were poor. It was supposed to ward off all evil influences. Boys wore this charm until they came of age at around 14-16 years; girls kept it until they were married. This was but one of the superstitious customs that the Romans inherited from the Etruscans and always preserved. At this ceremony the child was given a name. In the very early days two names sufficed, but about 300 B.C. naming a child became more complicated.

## Gens

A gen was a group of freeborn families who traced themselves to a common ancestor, who bore his name, who were united in a common worship, and who were bound to mutual aid in peace and war. Note the background of your gen's name given below:

**Julius** This is one of the more famous Roman gens. Among the family ancestors are: Mars, the god of war; Venus, the goddess of beauty; Aeneas, the Trojan prince; and Romulus, the founder of Rome. But the most famous ancestors were Gaius Julius Caesar, who destroyed the republic, and Gaius Julius Caesar Octavianus (Augustus), who founded the Empire.

**Aemilius** This is one of the most ancient of the Roman clans which has many landmarks named after it such as the Via Aemilia, stretching 180 miles between the cities of Rimini and Placentia. This road carried Roman armies to the foothills of the Alps. Another landmark was the Pons Aemilius, a bridge across the Tiber that led to the Temples of Fortuna and Mater Matuta (Goddess of Dawn). Famous ancestors include the Consul General, Marcus Aemilius Lepidus, who was part of the Second Triumvirate which ruled Rome after Julius Caesar's assassination, and the Emperor Marcus Julius Aemilius Aemilianus.

**Claudius** This famous gen was not Latin to begin with, but Sabine instead. Along with the Julian clan, this family provided Rome with its most famous emperors—Tiberius Claudius Nero Caesar (Tiberius), Caius Claudius Caesar Germanicus (Caligula), Tiberius Claudius Drusus Nero Germanicus (Claudius), and Nero Claudius Caesar Drusus Germanicus (Nero).

**Cornelius** This family was one of the most powerful during the republican period. They held more consulships than any other clan during this early period. Among its more famous ancestors are Publius Cornelius Scipio Africanus (who defeated Hannibal and his son) and Publius Cornelius Scipio Aemilianus (who destroyed the city of Carthage). The Grachii Brothers, also part of this family, helped to change Roman government forever.

**Antonius** This famous family provided many generals and warriors for Rome. The Consul Marcus Antonius put down the revolt of Catiline. And Marcus' son, the famous Mark Antony, defeated the armies of Julius Caesar's assassins and joined with Cleopatra, Queen of Egypt, against Caesar's grand-nephew in the great struggle for control of the entire Roman world.

**Tullius** This family produced one of the most famous Romans ever to have lived—Marcus Tullius Cicero. He was the greatest orator of his day and from his writings and letters we have a better understanding of Rome during the last days of the republic. He opposed Caesar's takeover of Rome and was finally murdered by order of Mark Antony.

## Boys

The male child was designated by an individual first name (praenomen), much like our first names—names such as Publius, Marcus, Caius. There were only about 30 first names for males. The second name was the gen name (nomen), such as Cornelius, Tullius, Julius. Every male member of the gen would have the same nomen. Lastly, was the family name (cognomen), such as Scipio, Cicero, Caesar. These names designated the family branches within the gen. Thus, a typical Roman male name would look like these two examples:

| Praenomen | Nomen | Cognomen |
|---|---|---|
| Gaius | Julius | Caesar |
| *or* | | |
| Marcus | Tullius | Cicero |

In formal documents or speeches, Marcus Tullius Cicero would be addressed by his full name. In less formal circumstances only the nomen Tullius would be used. Those who knew him well, even slaves, could call him Marcus. Since names tended to be repeated confusingly in many generations of the same family, they were usually reduced to an initial, and a fourth—or even a fifth—name was added for distinctiveness. For example, historians differentiate P(ublius) Cornelius Scipio Africanus Major, the conqueror of Hannibal, from P(ublius) Cornelius Scipio Aemilianus Africanus Minor, the destroyer of Carthage.

## Girls

An unmarried woman usually had only two names—the first, the feminine form of her father's nomen. Julius became Julia or Jullila; Tullius became Tullia. This nomen was combined with a cognomen of two sorts. First, names such as Major, Minor, or Tertia were used to indicate a chronological rank among the girls of the family. Thus, the second daughter of Nero Claudius Drusus would be known as Claudia Secunda. Another choice for girls would be the cognomen of their father in the genitive case. Thus, Cornelia Scipion**is** would be the daughter of a Cornelius Scipio. In later times, girls were given praenomens that were a feminine form of a boy's first name, such as Gaia or Lucia. When a woman married, she added a form of her husband's cognomen to her name. Thus a typical Roman female name would look like one of these:

*And her name?*

| | **Praenomen** | **Nomen** | **Cognomen** |
|---|---|---|---|
| | (none) | Julia | Major |
| *or* | | | |
| | (none) | Tulliola | Scipionis |
| *or* | | | |
| | Antonia | Livia | Drusillis |

## Choosing a name

1. When you feel confident that all the members of your group—clan or gen—understand the above naming process, follow these directions while choosing a name.

2. Those members given this assignment will have to think of names for each person in the gen. Your group has already received its clan (gen) name—its nomen.

3. For boys, the gen will have to select a *praenomen*. Use the Names List on the next page for selections even though there is a limited number. For each boy's last name or *cognomen*,

use his own last name adding "ius" to it; for example, Smith becomes Smithius.

4. If you're a girl, you have very few choices to have a name that is individually unique. Your nomen will be taken from your clan (gen) name. So select a variation of that name. (It's easy to become confused. Refer to What's in a name? at the beginning of this handout if you're not sure what to do.) For your cognomen, you will probably be called Major if you're the first daughter, Minor or Secunda, if you're the second, and Tertia, if you're the third. You'll need to work this out with the other girls in your group. The alternative is to construct a cognomen from the cognomen of your father. So, if your own last name is Smith, you may choose Smithia as your cognomen. If you'd like a praenomen, you may choose a feminine version of one of the praenomen choices for boys on the Names List.

## Names List

### The praenomen

The number of names which people used as "praenomina" seems extremely small compared with the number of first names from which we are used to choosing. There were never more than 30 first names for men in ancient Rome, and, by the time of the late republic, this list had dwindled to 18.

**Boys** (praenomen choices)

The following are first names which male Romans would have received at their naming ceremony:

| | | | |
|---|---|---|---|
| Aulus | Lucius | Publius | Spurius |
| Decimus | Mamercus | Quintus | Tiberius |
| Gaius | Manius | Septimus | Titus |
| Gnaeus | Marcus | Servius | |
| Kaeso | Postumus | Sextus | |

When these praenomen were first used, they had a particular meaning that applied to the individual child. For example, Lucius meant "born by day"; Manius, "born in the morning." The terms Quintus, Sextus, Decimus indicated the order of birth within a family—fifth, sixth, or tenth. The name Postumus was given to a child whose father had died before his birth. Some names were associated with the name of a god—Marcus and Mamercus with Mars, Tiberius with the river god, Tiberis. Romans forgot most of these meanings just as completely as we lose track of the origins of our names.

### Girls

You must choose a name based on a variation of your nomen (gen name). Sorry, you have no name choices. Refer to the section on choosing a name for directions.

Now choose a name that sounds right for you and give your selection to the members of your gen with the name assignment. It will be these members' responsibility to "straighten out" any difficulty with duplication, etc.

### Gen Names

Indicate below the names your members have chosen:

| Real name | Roman name | | |
|---|---|---|---|
| First name ... Last name | Praenomen | Nomen | Cognomen |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

CDLXXVI

# BIRTHING CEREMONY AND BULLAS

"Let the boy be called ..."

## Dies lustricus

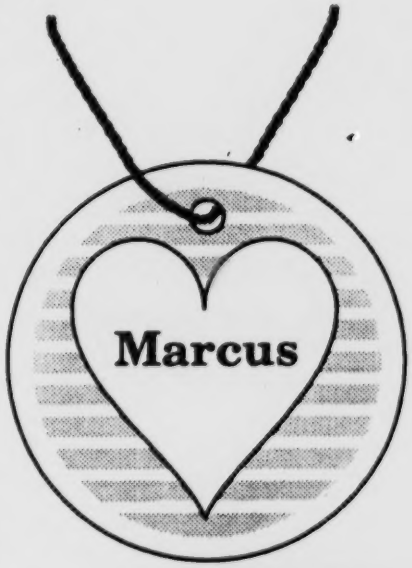
This ceremony to celebrate birth would take place in the atrium of the house with friends and family all gathered around the child.

The eighth day of life for girls and the ninth day for boys was the "day of purification." On this day the child was named. The father lifted up the infant in front of witnesses to demonstrate his acceptance of the child into the family and shouted loudly, "Let the boy/girl be called_____." The whole company would raise a shout of joy and rush forward to bestow on the child gifts called *crepundia.*

These gifts were tiny metal toys or ornaments in the form of flowers, miniature axes and swords, various tools, and especially figures shaped like half-moons strung together and worn around the neck. They served as playthings to keep the child amused. Their name came from the Latin, *crepo*—to rattle.

Of more importance, however, was the gift of the father—the *bulla.* It was shaped like a watchcase or a locket and made of gold or leather, depending upon the wealth of the family. Inside it would contain an amulet as protection against "fascinatio"—the evil eye, and every Roman child would have one. The custom came from the Etruscans, and Roman children wore their bullas until the proud day when a boy assumed his manly toga (14 to 16 years old) or when a young girl left her parents' home as a bride (as early as 12 years old). At that time the bulla would be dedicated to the Lares, or family spirits, and carefully preserved.

**Bulla assignment directions**
Your assignment is to make your own bulla. Use any materials from home that you want. Be as thoughtful and creative as you can. This creation will be a personal representation of your uniqueness. Put your Roman name somewhere on the bulla. Wear it around your neck during the class activities. Be prepared with your bulla for the naming ceremony the next hour. Don't be left out!



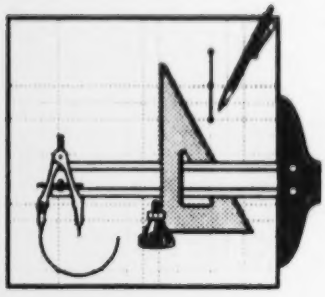



Romans II:XIX

# DOMUS: A ROMAN HOUSE

Domus is the Roman word meaning the place where a person or family lives. In Roman times a domus was a private house in a town and was only affordable for the rich. Most people lived in large apartment houses called *insulae*. Just like today, some of the individual apartments were large and roomy, but most were small and cramped with few rooms. Rome also had its share of bad landlords.

Most Roman houses were constructed according to a basic plan. There would be an *atrium* which would be the main entrance to the house, like your front door, but much larger. From there you might enter an open-walled garden or courtyard called the *peristylium*. The *lararium*, or family shrine to the ancestral gods, would be kept near the garden or atrium. Around this central family area would be the other rooms of the house. There would certainly be a *culina* (kitchen) which would contain a furnace for cooking, food preparation areas, and utensils and furniture for the all-day task of making the meals. Poor people did not have kitchens and had to eat at a tavern when they wanted a hot meal. Fire was always a threat in Rome. The domus would also have a *triclinium* (dining room), *tablinium* (study), and several *cubiculium* (bedrooms). Some houses had private toilets, but most people had to use public lavatories.



*Find history books or encyclopedias which have illustrations of Roman houses.*

**Directions**

1. Your gen must construct a family domus. First make certain your teacher had made clear when your gen is to have completed this assignment.
2. You will have to do either some classroom or library research in order to get some accurate ideas about what the rooms in a domus looked like.
3. Make sure you find out what was invented at that time. No televisions, hairdryers, or microwave ovens, please. (Yet you will likely be surprised to discover the Romans did have many conveniences.)
4. Make a floor plan including all of the above mentioned rooms or areas.
5. Color each of these areas differently and label them with both the Roman name and the English name below in parentheses.
6. Use cardboard to construct the walls of each room, or collect small boxes or shoe boxes—one box for each room—and have each member of your gen furnish and decorate that room.
7. After all your rooms are constructed, glue, tape, or staple them together and sit them atop a piece of cardboard.
8. Place your floor plan either to the side or above your model.

# VIRTUES ACTIVITY - 1

## Chairperson's directions

You may be familiar with many of the famous myths/stories of Rome's early days. They are among some of the most famous stories in world literature. Maybe they are just stories, or perhaps each has a little bit of true history in it. The Roman historian Livy wrote them all down, and even he suggested that nobody could prove they were true. The stories, however, are fun to read and worth hearing and thinking about because they are the stories that the Romans liked to tell. True or not, the stories show how all true Romans were supposed to behave. Each story has a moral and became a kind of parable for the Roman people. As you read or hear these myths/stories, think about what lessons you might learn for yourself and whether you might have been a good Roman.

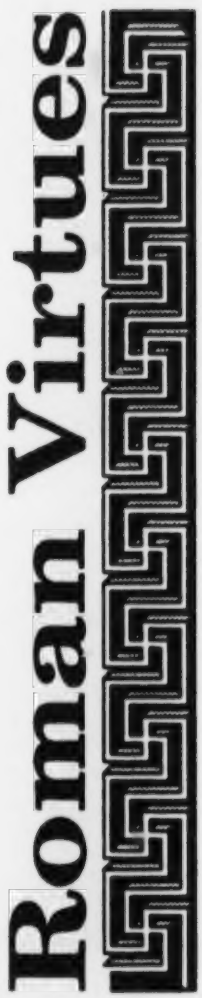
A copy of your group's myth/story assignment is given in your gen folder. Read it together and plan a presentation for the class which will tell the myth's story. Your group may want to use simple props, make illustrations, and be generally creative. (Ask your teacher for help to obtain the materials you think you would like to use.) You'll only have a short amount of time to plan and prepare for your presentation. Make a sign that tells the name of your story.

**Myth/Story analysis**

**Instructions:** After each gen has presented its myth/story skit, hold a gen discussion about the story's main theme (or moral lesson). Pick a theme below—or write an original statement—that best describes the moral or theme. Write it out in the space provided on the Roman Virtues chart. Also note what relevance the story has to today's culture.

Examples of possible themes:

**Patriotism:** Rome lives at any cost!
**Compromise:** Peace above war
**Piety:** Obeying the will of the gods
**Sacrifice:** No sacrifice too great for Rome
**Courage:** Bravery and suffering
**Loyalty:** Treason brings death
**Duty:** Every Roman does his duty
**Honor:** One's first allegiance is to Rome



# Roman Virtues

| Myth/Story | Theme | Relevance today |
|---|---|---|
| Romulus and Remus | | |
| Sabine Women | | |
| Horatii | | |
| Tarpeia | | |
| Junius Brutus | | |
| Caius Mucius | | |

# MYTH: Romulus and Remus

Romulus and Remus, the twin sons of the war god Mars, founded Rome. Their wicked uncle, the king, planned to kill them. He set the two babies afloat on the river in a basket. The gods were watching over them, however, and the babies did not drown.

Instead the basket floated gently down the Tiber and at last drifted to shore. Just then, a she-wolf was drinking at the river. Not long before, she had lost her cubs. She looked at the babies and wondered, "Could these be her lost cubs?" Eagerly, she pulled them from the basket and took them to her den. There she fed and cared for the two babies as if they were her cubs.

Soon after, a shepherd killed the she-wolf. When he searched for her cubs, what a surprise he got: instead of cubs, he found two healthy, husky babies! The shepherd took them home and he and his wife brought them up as their own sons.

Romulus and Remus grew into brave young men. They had a band of young shepherds and farmers who followed them. With this band, they decided to found a new city. Then the trouble began. Who would rule the new city? Both Romulus and Remus wanted to rule. They agreed to let the gods decide.

Remus stood on top of a hill called the Aventine. Romulus stood on top of the Palatine. Both brothers waited for a sign from the gods. Soon six vultures flew over the Aventine. The followers of Remus cheered. Before they could name Remus king, however, there was another sign: 12 vultures flew over the Palatine Hill, where Romulus was standing. The two brothers and their followers began to quarrel. In the end, Romulus was named king.

On that very same day, Rome fought its "first war." Romulus had just begun to build the wall for his city. Romulus was full of good luck and highly skilled in magic. With a white bull and a white cow yoked to his plow he began to trace a furrow where the walls of his city would rise. He did it with many prayers and spells. When he came to the place where a gate would be made, he lifted the plowshare. For in a magical sense this furrow was already the wall of the city and it must be filled with a spell that would stop any from crossing it. At this time, however, the wall was barely a furrow in the ground. Remus was still angry and began to make fun of his brother. "Do you call that a wall?" he asked. "This is what your enemies will do to it!" And he jumped over the furrow.

"This is what my enemies will get!" cried Romulus. He attacked Remus and killed him. Thus, by the sacrifice of a man, which was already rare in those days—and that man being his closest kin, his twin brother—Romulus strengthened enormously the magic in the furrow. So Romulus became the founder of the city and its first king. He named the city after himself; he called it Rome. That, according to legend, is how it all began.

Eventually, people began to prophesize: "Twelve vultures flew over Romulus," they said. "Each vulture stands for 100 years in the life of his city. That means the power of Rome will last for 1200 years." We know exactly when Rome was founded, for the birthday of Rome has never been forgotten. It was April 22, 753 B.C. In A.D. 476, the last Roman emperor to live in Italy gave up his throne. How close did the prophesy come to being right? You figure it out.

Romans II:XXIII

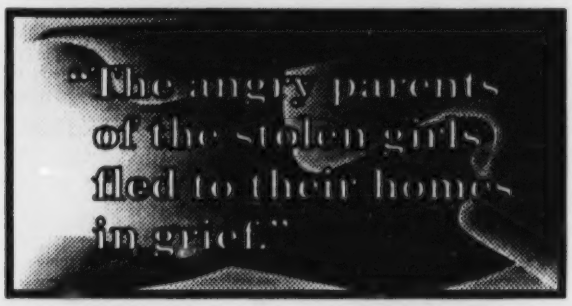
# MYTH: Sabine Women

As legend has it, the first citizens of Rome were almost all male, the followers of Romulus and Remus. Well, no matter how mighty a city might be, if most of the inhabitants are men, this greatness will only last one generation. So the first serious problem for these new Romans was to find suitable wives.

Surrounding Rome were many villages of other tribal groups. In every village were women of marriageable age. So Romulus sent out a delegation of young Romans to request permission to pursue marriage with these available maidens. Everywhere they were refused. The villagers gave many different reasons, including the fact that Rome was a small, primitive, and backward village unworthy to ally itself with the richer cities of the Plains of Latium.

When persuasion failed, Romulus decided to try more direct measures. He made up his mind to kidnap prospective brides from the neighboring people. He announced that somewhere in his territory an altar to the god Consus had been found buried in the earth. Then, as now, buried objects possessed magical significance in the Mediterranean world, and people would travel a great distance to see them. According to legend, the Romans invited the neighboring tribesmen—most of them Sabines—to attend the ceremonies in honor of the newly discovered altar and to bring their womenfolk. They came willingly and unarmed to this celebration that was to include a great horse race at the end of the day. Romulus spared no expense in his festivities, with plenty of food and drink as well as the opportunity to see the new city of Rome.

People came from far and near to see the buried altar. After an afternoon of feasting and laughing and the playing of games, the trumpet sounded for the beginning of the horse race. All eyes and minds turned to focus on the primary event of the day. While their guests were distracted, the young Romans, already mounted on swift horses, swooped down upon the crowd, seized as many unmarried young maidens as they could, (some sources say 683, others only 30) and quickly fled back inside the city gates, taking their new brides with them.




The angry parents of the stolen girls fled to their homes in grief, accusing the Romans of violating the laws of hospitality and crying out to Jupiter to punish the Romans for their crime. They raised a large army and set out to attack Rome. They were never able to conquer the city, however. After a long period of fighting with each other, the two groups reached an agreement. By this time, the stolen women were happy with their new husbands and homes. They approached their still angry fathers and brothers to suggest a truce.

Romulus, the Roman leader, and Titus Tatius, the king of the Sabines, would jointly rule the seven mighty hills of Rome. At this moment, the Romans and Sabines formed the center of a new nation. The Sabines paid tribute to Romulus in their own way by calling him Quirinus after their own god of war, and eventually the Romans adopted Quirinus as a second war god to rule with Mars—two kings, two gods. The Romans would later have two consuls—an inheritance from the time of the two kings. The next king of Rome was a Sabine. Who do you think won: the Romans who got the wives they needed, or the Sabines who got a kingdom?

# MYTH: Horatii

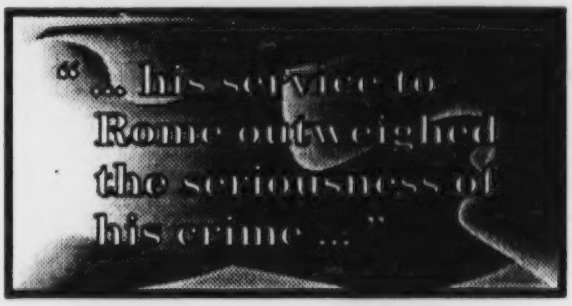
Eight hundred years before the birth of Christ, the Romans went to war with the city of Alba Longa. The first Roman settlers came from Alba Longa so these two cities were related by blood. Nevertheless, they were locked in a dispute as to which of the two cities would rule supreme on the Plains of Latium.

Not wanting to engage in a bloody war that would pit relative against relative, the leaders of both cities decided to settle their dispute in a unique way. Instead of the armies of both cities fighting, they decided to allow three outstanding warriors from each city to engage in mortal combat and promised to abide by the outcome of the "mini war."

The Albans selected the Curiatii, a set of triplets that had won great acclaim on the battlefield. The Romans, likewise, chose triplets, the Horatii. The warriors, in all their armor, met each other in front of the assembled soldiers and began the battle that would decide which city would rule the plains.

After a long hard fight, two of the Horatii were dead and all three of the Curiatii wounded. The remaining Horatius, knowing he could not defeat three warriors by himself, then showed that he was clever as well as brave by pretending to run away. Amid the jeers of the Alban soldiers, the Curiatii pursued him, gradually becoming separated from each other as they ran. When they were strung out along the road, with a good distance between them, then Horatius turned and killed them one by one, winning the war for Rome.

The entire population of Rome, including his sister, turned out to give him a hero's welcome. His poor sister had been promised in marriage to one of the Curiatii, and when she saw that her brother was wearing the dead man's cloak, which she had made herself, she burst into tears and called out her lover's name. This so enraged the Horatius that he drew his sword and plunged it into her heart. "Take your girl's love," he cried, "and give it to your lover in hell! Rome means nothing to you, nor do your two dead brothers. All Roman women who mourn for the enemy should perish this way."

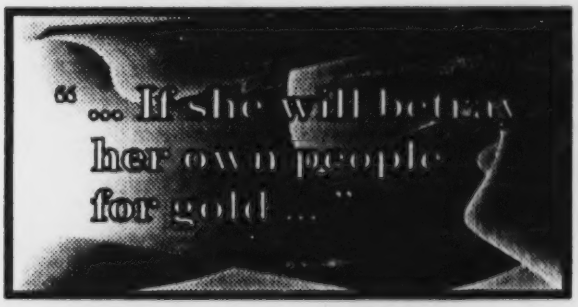



For this terrible crime, Horatius was condemned to death, but on his way to his execution, he appealed to the Comitia (an assembly of citizens), which voted to pardon him because it was thought that his service to Rome outweighed the seriousness of his crime. He had placed the welfare of the city before his own family. From that time on, any Roman citizen condemned to death could appeal his sentence to the Comitia for pardon.

# MYTH: Tarpeia

After the theft of their daughters, the Sabine tribesmen raised an army and marched on Rome. Rome's walls, however, proved to be more than the Sabines could conquer, and it looked as though they would be unsuccessful in obtaining their revenge. Within the city of Romulus, there lived a young maiden, Tarpeia, whose greed for gold was well known. As her father was the commander of the city gates, she had reason to know which entrances to the city were heavily guarded and which were ignored.

In the dark of night, she slipped out of Rome's gates and approached the enemy camp. She had seen the bright golden bracelets most of the Sabine warriors traditionally wore on their left arms. She made a deal with the commander and his troops that in return for what the Sabines wore on their left arms, she would open the gates to her own city and permit the enemy to surprise the Roman fortress. Satisfied that she would get what she wanted from the Sabines, she returned to the city awaiting the moment when those golden bracelets would make her rich beyond her wildest imaginings.




The god Janus had seen her deeds and came to the Sabine captain in a dream with the question, "If she will betray her own people for gold, what will she ask to betray the Sabines?" Deep in sleep, the Sabine commander knew the wisdom of Janus' message. Still, he had made a promise to Tarpeia. She was to receive what the Sabines wore on their left arms. Suddenly the answer came to him. He conferred with his warriors and they agreed with his plan.

The next night, when there was no moon in the sky, the Sabines approached the city wall where Tarpeia awaited them. She opened the small gate on the west side of the capitol and the enemy warriors filed into the city. The treacherous girl approached the commander and demanded her payment. "Give me what you wear on your left arms," she shouted.

"As we agreed, so shall you receive," he replied. "You expected golden bracelets, but you forgot, we Sabines use our left arms to carry our heavy metal shields as well. Take those instead, traitor!"

The commander threw his heavy shield upon the girl as did each of the Sabine warriors in his party. The Sabines had taken advantage of her treachery but had then pelted her to death with their shields, for her treason was so evil that even those who gained by it could not keep faith with her. In the end, the Romans threw the body of the wicked girl down a cliff and left it unburied, a horrible fate for any Roman. Forever after, this cliff was dedicated to her evil deed. The Tarpeian Rock—from which the Romans hurled criminals to their deaths on the rocks below—was a fitting end to those who could not live as proud, loyal, honest Romans.

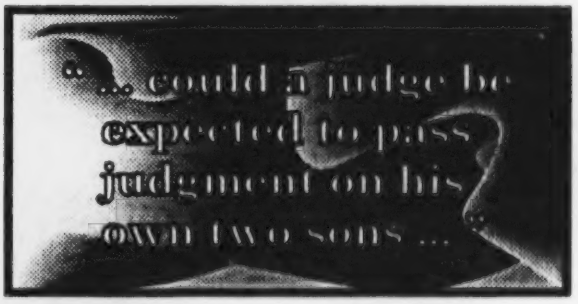
CDLXXVI

# MYTH: Junius Brutus

Lucius Junius Brutus was a member of the powerful patrician families that helped the kings to rule Rome. However, the last king of Rome, Tarquinius Superbus (Tarquin the Proud) was a bad ruler. The council of elders, to which Brutus belonged, decided to replace their ruler with a council of elders that would make the wealthy patrician families the real rulers of the city. While the king was away on a military campaign, the leaders of the patricians expelled the king and declared that, "Never again would Rome have a rex (king)."

Brutus, as one of the wisest and most respected Romans, became one of the leaders of the new republic. All the Romans, though, did not agree with this new government. Because kings had ruled Romans for more than 200 years, many felt that that was the way their government ought to be organized. When Tarquinius Superbus raised an army and marched on the city of Rome, many of these citizens secretly supported him.

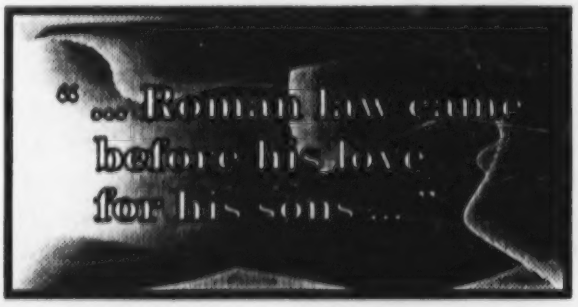
Among the secret supporters of the king were Brutus' two sons. They wanted Tarquinius to return as king. They planned to betray the city much as Tarpeia had done so many years before. Secretly, at night, they would open one of the gates. The Etruscan allies of Tarquin could sneak into the city and by morning Rome would again belong to a king.




In their bragging, however, their plot became known. Angry Romans seized the two young men and took them to be judged. Brutus was one of the judges. The people were shocked. The penalty for this crime was death. Would Brutus treat his sons the same as any other young man found guilty of this crime? How could a judge be expected to pass judgment on his own sons?

The evidence left no doubt. The young men were guilty. Judge after judge passed sentence on Brutus' sons. At last, it was Brutus' turn to vote. He was such a respected man and had so many followers that he could have easily spared his sons, whom he loved very much. He looked at their faces—faces he had seen before him since their childhood. How could he condemn them? How could he let them go free?

"Guilty!" he said. "Let the sentence of death be carried out!" The judges took their seat to see justice served. The "fasces" were brought in. These were bundles of rods gathered around a double-headed ax and were the symbols of Roman justice. The young men were beaten with the rods. Then they were beheaded with the ax.




The people of Rome turned to look at Brutus. His face remained stern and grim. His heart was full of sorrow. Still, the Roman law came before his love for his sons. Brutus did his duty before the law and had proved himself a loyal Roman. To this day, many give Lucius Junius Brutus the credit for founding the Roman Republic.

# MYTH: Caius Mucius

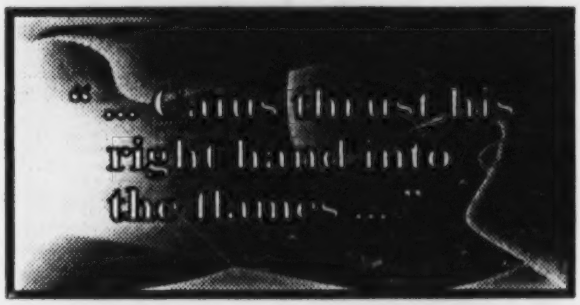
Three kings from the Tarquin family, each more cruel than the last, had ruled the Romans. In fact, the people had risen up and assassinated the first two of these kings. Tarquin the Proud, however, was the worst of all. He had crucified Roman citizens in the Forum and violated their wives and daughters. The Romans would never accept a king as their ruler again. They were determined to have a republic in which the rulers were elected.

Tarquin the Proud, however, was not one to give up his throne easily. He gathered together his Etruscan allies and marched on Rome. The Etruscan army surrounded the proud city on the seven hills and demanded that the Romans surrender to their demands.

As the Etruscan siege grew longer and the food grew scarcer, they knew they would have to make a decision soon—accept an unwanted king or starve to death.

Happily, Fortuna sent another hero to Rome's defense, a young man named Caius Mucius. Disguising himself in Etruscan armor, he slipped out of Rome late at night and made his way to the enemy camp. His plan was to assassinate the Etruscan commander, Lars Porsena. This general was a famous warrior, and Caius reasoned that without his leadership the Etruscans would soon tire of Tarquin's demands and go home without conquering Rome.

When Caius reached the Etruscan camp, however, he couldn't be sure which was the tent of the commander. Spotting a large elaborate tent in the middle of the camp, he made his move. Inside was a warrior in fancy armor with a commanding figure. Caius, thinking this must be Lars Porsena, attacked this officer and killed him after a fierce struggle. The noise of the fight brought other Etruscan soldiers to the scene and Caius Mucius was soon under arrest. Thinking he had accomplished his goal, he marched to the center of the camp fully expecting to die for his crime.



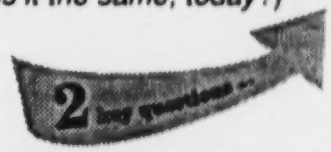

After his capture, Caius was informed that the man he had killed was not Lars Porsena, but merely a vain officer in gaudy armor. Lars Porsena, very much alive, ordered that Caius be burned alive. To show his contempt for the Etruscans and their sentence, Caius thrust his right hand into the flames and held it there long after the flesh had burned away. Lars Porsena and the Etruscans looked on in awe. Never had they seen such bravery. "Release this warrior," shouted Lars Porsena, "such sacrifice must be rewarded."

The condemned Caius Mucius was set free and returned to Rome as a hero. He was known forever after as Scaevola, the Left-Handed, in commemoration of the right hand he had sacrificed for Rome.

# Historical Overview Essay: THE ROMAN KINGDOM - 1

This is the story of Rome, the ancient city of Italy that began as a small town and grew to become the imperial capital of one of the greatest empires of the ancient world.

**Legend versus history** Legend has it that the twins Romulus and Remus, descendants of Aeneas, prince of Troy, founded the city of Rome. You studied that version of what happened in your myths activity. That version is the one the Romans told. Modern historians tell a somewhat different story. Why don't you judge which you think is more accurate. (You might also think about these questions: *Were persons in history motivated more by what was actually true—or by what they believed to be true? Is it the same, today?*)



Historians believe several different tribes lived on the Latium Plain—Latins, Etruscans, Sabines—and these tribes struggled with one another for dominance. Around 753 B.C., the Latins established a colony as a strategic outpost against their enemies, the Etruscans. Located on the Tiber River about 20 miles from the Tyrrhenian Sea, that outpost became a boundary between these two tribes. Find the Tiber River on the map of Italy.

**The Etruscans** On the west bank lived the Etruscans, who believed their ancestors had come from Asia Minor (present-day Turkey), bringing with them a strange, magical religion. These people knew how to utilize iron and quarry marble and they traded these items to the Greek cities of Italy. Since they spoke a language we have lost, we don't know much about them. Consequently, we're not even sure what they called themselves. The rest of Italy, however, called them the Etruscans. Write Etruscans on the map to show where that tribe lived.

**The Latins** A race of industrious farmers lived on the east bank and took it for granted that their ancestors had always lived there. They called themselves the Latins—men of the wide plain. Their most powerful city was Alba Longa. These Latins hoped that this new outpost called Rome, perhaps after the Etruscan word for river, *rumon*, would protect them from the Etruscans. Strategically located for trade, the town was far enough inland to be safe from pirates, and located at the crossroads of traffic, both on the river and the north-south land route. It was not a healthy location. Since rains, floods, and springs had helped make a marsh out of the lowlands, malaria was a serious problem. Because of these reasons, most people lived on the hills, of which Rome has seven. The first to be settled was the Palatine, possibly because an island near its foot made it easier to get to the river. Gradually, people occupied the neighboring hills—Capitoline, Aventine, Caelian, Esquiline, Viminal, and Quirinal. Eventually, they overflowed across the river and built upon the hills located there. Write Latins on the map to show where that tribe settled.

**The kings of Rome** Gradually the people of the region—Latins, Sabines, and Etruscans—joined into a federation that slowly merged into the city of Rome. It is interesting to think that Rome may have first begun through the union of three different villages, each contributing a tribe, one of Latins, one of Sabines, and one of Etruscans. In fact, the word tribe comes from the Latin word for three. In time, Romulus became the first of seven kings of Rome, but after a long reign, as the story goes, a whirlwind lifted him to heaven. There-

# Historical Overview Essay: THE ROMAN KINGDOM - 2

after, Romans worshipped him as Quirinus, one of Rome's favorite gods. The next king of Rome was Numa Pompilius, not a Roman, but a Sabine. Remember the story of the Sabine women and the war between the Sabines and the Romans? In that story the Romans win the war, but perhaps they really didn't. Perhaps the Sabines conquered Rome and therefore it was only natural that a Sabine should be the second king. Numa Pompilius also served as the highest priest of his people and helped to establish the Roman religion. During his 40 years of rule, the Romans experienced peace.

Numa's successor, Tullus Hostillius, brought conflict to the Plains of Latium. He led the Romans against their mother city, Alba Longa, then attacked it and destroyed it. When the Alban king broke a promise of alliance, Tullus had him tied to two chariots and torn to pieces by driving the chariots in opposite directions.

The next king, Ancus Martius, also believed that Rome's destiny was to become a great military power, and tried to keep Rome strong. However, the Etruscans, living on the outskirts of Rome, had also grown very strong and many inhabitants of Rome were of Etruscan origin. After the death of Ancus, an Etruscan, Tarquinius Priscus, either seized the throne or the powerful Etruscan families of the city elected him to the crown. He was a powerful ruler and Etruscan influence grew in Roman politics, engineering, religion, and art. Tarquin fought against the other tribes of the region, subjugating the Sabines and the other tribes of Latium. Supposedly, he used the wealth of Rome to beautify other Etruscan cities in the region, but he also built many beautiful temples in Rome.

After a reign of 38 years, Tarquin was assassinated by the patricians (the Roman upper class) who decided they would rather have a high priest again instead of a king. Tarquin's widow, Tanaquil, took charge of the situation, and managed to pass the crown to her son, Servius Tullius. According to Cicero, a great Roman orator, Servius was "the first to hold royal power without being chosen by the people (the leading families)." He governed well and built the Servian Wall around Rome, parts of which remain today. The wealthy families of Rome resented his rule and plotted to overthrow him. Using Servius' census of persons and property, we estimate the population of Rome and its surrounding area in 560 B.C. to be about 260,000 people. Even though Servius had made important changes in Roman life, the patricians still hated him. When another Tarquin, Tarquinius Superbus, charged that Servius was ruling illegally, an election was held which Servius won by a "unanimous vote." Unconvinced of his right to rule, Tarquinius Superbus had his cousin assassinated and announced himself king.

**The last king** Under this Tarquin, Tarquin the Proud, the king became an absolute ruler, and Etruscan influence became supreme. The Romans had always accepted the king—*rex*—as the chief priest of their national religion, but they could not accept unlimited royal power

# Historical Overview Essay: THE ROMAN KINGDOM - 3

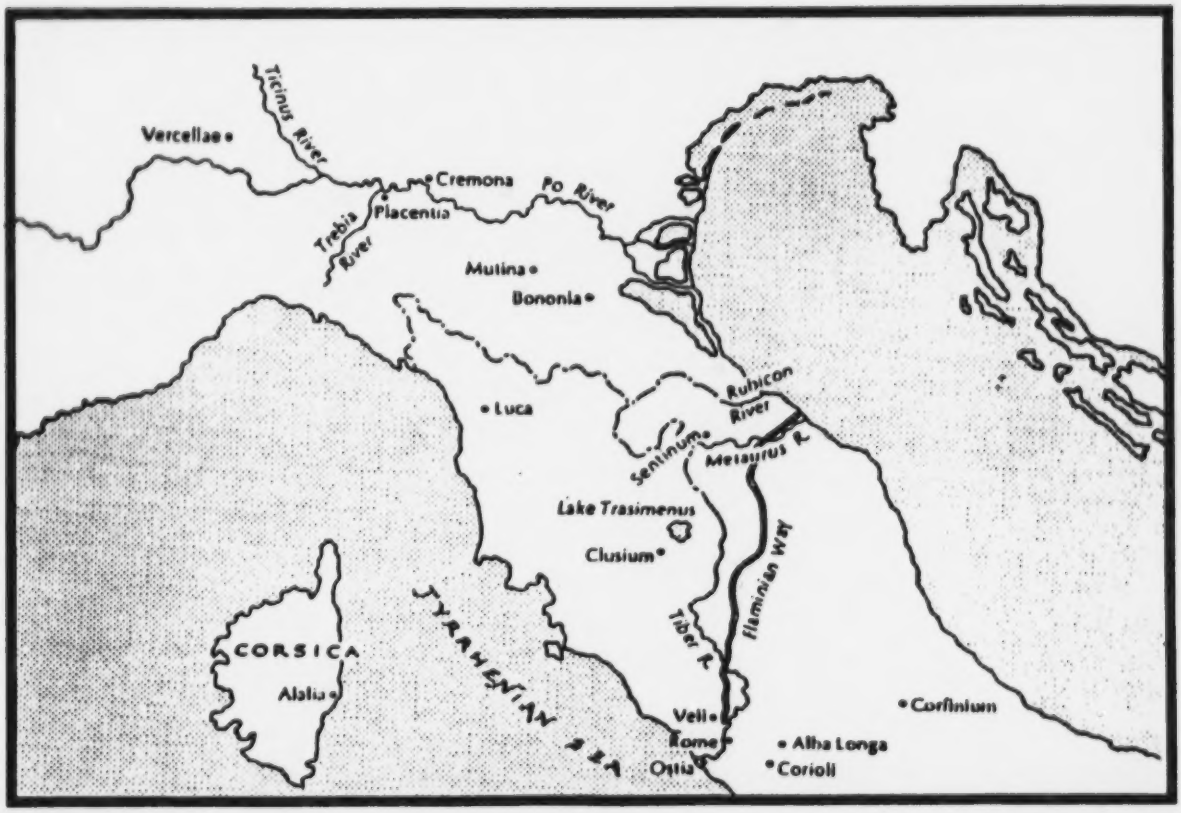
for long. For this reason, they had allowed the first two Tarquins to be killed. Tarquin the Proud, however, was worse than the others. He surrounded himself with bodyguards, degraded the people with months of forced labor, had citizens crucified in the Forum, put to death many leaders of the upper classes, and ruled so brutally that most men hated him. As a result, when he set out with the army to attack neighboring tribes, the Senate assembled in 508 B.C. and removed him from the throne.

Not one to lose a crown without a fight, Tarquin the Proud appealed to his Etruscan allies to return him to the throne of Rome. He raised a large army and attempted to retake the city. Tarquin, however, was unsuccessful in his attempts. Reading stories about Lucretia, Lucius Junius Brutus, and Horatius Cocles will further enlighten you on this era in Roman history.

This revolution against Tarquin had two main results: it freed Rome from Etruscan rule, and it ended the rule of the kings. From this time until the age of the empire, Rome's upper-class citizens—the patricians—ruled.

Even after the era of Etruscan kings, much Etruscan influence remained—coins, ceremonies, symbols (faces), religious rituals, and much more. This early period, called the kingdom, only lasted from 753 B.C. to 508 B.C. (245 years), but it set the stage for much Roman tradition. Many of the traditions you will study in Via I originated during this kingdom period.

**DCCLIII to DVIII**



# HISTORICAL OVERVIEW TEST - 1

Name_____ Score_____

Gen _____

1. Romans told the story of the founding of Rome by _____ who were descendants of _____. Historians, however, believe that three tribes, the _____, _____, and _____ were in constant competition for power.

2. The Etruscans, who may have originated in what is now _____, were an advanced people for the time. They lived on the _____ bank of the _____ River.

3. The _____ lived on the east bank of the _____River and their major city was called _____. They established _____ along the river in order to help protect against the Etruscan's invasions and as a good place for _____.

4. Because of problems that were caused by uncontrolled water drainage, most people lived on the _____ which comprised the city. They were named: _____, _____, _____, _____, _____, _____, _____ .

5. The first of the _____ kings of Rome was _____. The second king _____ and helped to establish the Roman religion. The city of Alba Longa was destroyed by _____.

6. After Ancus Martius died, an Etruscan, _____, became ruler of Rome. He used the wealth of Rome to _____ Etruscan cities and to _____ in Rome.

7. According to the great Roman orator, _____, Servius was the first king to come to power without being chosen by _____. Because of his census, we know the population of the area was about _____ in 560 B.C.

# HISTORICAL OVERVIEW TEST - 2

Name_____ Score _____

Gen _____

8. After the assassination of Servius, Tarquin the Proud became an _____ _____. He was cruel and hated by the people, and in 508 B.C. His name was _____ _____. He fought to get his throne back but was not successful.

9. Because of this experience, Romans now ended the _____.

10. The Etruscans left many influences on Roman life, such as: _____, _____, _____, _____ for example.

## Optional essay examination questions:

1. How did the Romans tell parts of their actual history through their myths? What parts of the myths are real and what parts are probably exaggerated?

2. The United States is made up of many people from many different places. How is this similar to early Rome?

# ROMAN EDUCATION

**Directions:** Your chairperson will read this selection to you slowly. Copy each word as you listen. Before the printing press was invented, books were produced individually by scribes laboriously copying the words onto paper.

During the time of ancient Rome, only the rich could afford to send their children to school—and only the boys attended. Girls might learn to read and write at home. They would be taught by their mothers and would also learn how to run a household and perhaps play some music.

Boys would also learn to read and write as well as to recite the works of famous authors. In the grammaticus, or secondary school, history, philosophy, geometry, geography, astronomy, music, and Greek were important subjects.

Many of the teachers were Greek slaves captured during Roman invasions. The Romans had a great deal of respect for Greek learning. For this reason, higher education would be according to Greek models and included the study of public speaking with a *rhetor.* Some students would be sent to Athens to study with Greek teachers.

In ancient Roman times, school hours were long and teachers were very strict, beating their students when they felt it was necessary. Books were highly valued in Rome and were made of papyrus or parchment. Since there was no such thing as a printing press, all books were copied by scribes.

Because paper was very expensive, most writing was done on wooden panels coated with wax. If you made a mistake, you needed only to rub out your error.

If you were not educated during Roman times, you would most likely become a laborer of some kind—carpenter, metalworker, potter, baker, or butcher, for example.

Women were expected to stay home and make cloth, keep house, or tend flocks and work in shops. Rich women had slaves to do the work for them.

# ROMAN ALPHABET

As you will recall from the HISTORICAL OVERVIEW ESSAY, the Etruscans greatly influenced Roman life, including teaching about writing.

The Romans adopted 21 of the 26 letters of the Etruscan alphabet. They used seven letters, **I, V, X, L, C, M,** and **D**, to represent numbers. (See ROMAN NUMERALS.) The Romans adopted additional letters from the Greek alphabet.

Here is the Roman alphabet:

**A B C D E F H I K L M N O P Q S T V X**

Look familiar? What do you notice about the Roman alphabet? Is something missing?

**P** was the original shape of **R**. The Romans later added **Y** and **Z** to the end of their alphabet (from the Greeks), and **U**, **W**, and **J** appeared during the Middle Ages.

*Which letter is not accounted for?*

As the Romans used their alphabet, they made changes in style. They added the cursive style and began to use the writing in artistic ways, adding serifs, or an upswing, at the end of the letters. The inscriptions and carvings on archways in the Temple of Janus is called lapidary. It was used on other public buildings and monuments.

The Romans didn't use paper as we know it. They used papyrus, like the Egyptians, and parchment for important documents.

The Roman legions spread the alphabet all across Europe during their conquests. From these beginnings we have the Romance family of languages that include French, Italian, Spanish, and Portuguese. Although English is not in the same family of languages, the Latin alphabet was adopted and, as you have probably noticed, is basically the same as we use today.

# ROMANS ROOTS RACE

Using a dictionary, find an English word that corresponds to the Latin origin, or look up the English word and write down its Latin root. ***Hint:*** *the Latin root will come after the pronunciation of the word in English and have a* ***L*** *to signify Latin.*

| Latin | Latin Meaning | English |
|---|---|---|
| accordare | | |
| albus | | |
| | | animal |
| carpentum | | |
| | | computer |
| | | cop |
| docere | | |
| embarrare | | |
| | | engine |
| ambulare | | |
| juncus | | |
| | | march |
| | | mirror |
| | | monster |
| paleta | | |
| plumbum | | |
| scrupulus | | |
| | | senator |
| septem | | |
| subvenire | | |
| | | tenor |
| trivialis | | |
| umbra | | |
| **Roman** | **Latin Meaning** | **English** |
| calends | | |
| candidatus | | |
| curriculum | | |
| | | mile |
| salarium | | |

# ROMAN NUMERALS -1

The Roman Numerals Chart below shows the Roman numerals, their Latin names, and their Arabic equivalents. As you can see, we use Arabic numerals every day. The Romans had a different way than we do of combining individual numerals in order to make a variety of numbers. Sometimes they added smaller numbers to the *right* side to make the value larger, and sometimes they added smaller numbers to the *left* to make that value smaller. So when a number comes *before* one larger than itself, you subtract it from that following number. When a smaller number *follows* a larger one, you add. Here are examples:

| | | |
|---|---|---|
| V | = | 5 |
| VI | = | 6 (5+1) |
| IV | = | 4 (5-1) |
| X | = | 10 |
| XI | = | 11 (10+1) |
| IX | = | 9 (10-1) |
| L | = | 50 |
| LI | = | 51 (50+1) |
| LX | = | 60 (50+10) |
| XLV | = | 49 (50-10+5) |
| LXIX | = | 69 (50+10+9) |

***Question:***
*Are you aware of Roman numerals in your daily life?*

*Look around you. You will likely be surprised by how many times these numerals are there.*

## Roman Numerals Chart

| Arabic | Roman | Latin name |
|---|---|---|
| 1 | I | unus |
| 2 | II | duo |
| 3 | III | tres, tria |
| 4 | IV | quattuor |
| 5 | V | quinque |
| 6 | VI | sex |
| 7 | VII | septum |
| 8 | VIII | octo |
| 9 | IX | novem |
| 10 | X | decem |
| 20 | XX | viginti |
| 30 | XXX | triginta |
| 40 | XL | quadraginta |
| 50 | L | quinquaginta |
| 60 | LX | sexaginta |
| 70 | LXX | septuaginta |
| 80 | LXXX | octoginta |
| 90 | XC | nonaginta |
| 100 | C | centrum |
| 500 | D | quingenti |
| 1000 | M | mille |



Romans II:XXXVII

# ROMAN NUMERALS -2

## Using Roman Numerals

1. Write your birthdate numerically using Arabic numbers.

   _____
   month day year

   Now write it using Roman numerals.

   _____
   month day year

2. Some of our months take their names from the old Roman calendar, which began with March. What numbers correspond to the months of our year?

| Month | Roman numeral | Latin name |
|---|---|---|
| September | | |
| October | | |
| November | | |
| December | | |

3. Do these simple math problems. Write your answers in Arabic and Roman numerals.

| | Arabic | Roman |
|---|---|---|
| a. XIV - II = | _____ | _____ |
| b. X x X = | _____ | _____ |
| c. XL + VIII + II = | _____ | _____ |

4. You may wish to make up some additional problems to trade with a friend for more practice. Try some historical dates like 1215, 1588, 1607, 1776, etc.

Check your answers with your teacher.

***Question:***
*Have you noticed how Roman numerals are used on the faces of clocks and watches?*

*Does this use have any impact on viewers?*

# ROMAN MONEY

During the early Roman Republic, bartering, not money, was the means of exchange. Therefore, no coins existed. Later, blocks of bronze were exchanged. As the empire grew, coins were introduced to simplify the economy over the vast territory. The first mint was opened about 290 B.C. Just as today, inflation affected the value of the coins. The values used on this page are those during the empire period.

*Denarii* were silver coins which were valued at a 25:1 ratio with the gold *aurei* and were coins of common usage. As the denarius became less valuable, the aureus became more useful. The *sestertius* was made of bronze and was valued at a 4:1 ratio with the denarius while the copper *as* was valued at a 4:1 ratio with the sestertius.

| | | |
|---|---|---|
| 1 aureus | = | 25 denarii |
| 1 denarius | = | 4 sestertii |
| 1 sestertius | = | 4 asses |
| 1 as | = | 4 quadrans |
| 1 as | = | 2 semis |

## Using Roman money

Use the information you have learned about Roman numerals and money to answer the following math problem:

You are invited to a Roman banquet and want a new outfit to look your best. You give your slave:

| | |
|---|---|
| VI | sestertii coins |
| XXX | denarii coins |
| I | aureus coin |

You wish to buy a party stola (woman) or toga (man) for 25 denarii—plus some new sandals which will cost 20 denarii. You cannot go without a jar of wine for the party. That will cost you 5 sestertii. You also must have a new ring to show off. You remember one that caught your eye for 9 denarii and 1 sestertii. Will your slave have enough money? Will there be change? If so, how much?

# ROMAN ENTERTAINMENT
## The Colosseum - 1

**The word "amphitheater"** The Colosseum was an amphitheater. The word amphitheater means "double theater." A Roman theater was shaped like the letter "D" and if you combine two "Ds" back to back, it's easy to see how this structure got its name. The stadium or arena was the flat area in the center. Sand to soak up the blood spilled by both humans and animals covered this area. Rows or tiers of marble seats surrounded the stadium giving spectators an excellent view of the show below.

**Rome's Colosseum** The most famous Roman amphitheater is the Colosseum in Rome. Emperors Vespasian and Titus built it in the first century. This father and son belonged to the Flavius gen, so the structure was called the Flavian Amphitheater at first, but a huge statue, or colossus, of Emperor Nero stood nearby the building. This statue, more than 30 meters high, was such a well-known landmark that eventually the Flavian Amphitheater became known as the Colosseum—the amphitheater near the Colossus.

**The Games** The Colosseum was the place in which the Games were held. These fights and massacres passed for entertainment in ancient Rome. The idea first began around 264 B.C. when two men staged a fight to the death among six slaves to honor the funeral of their dead father. Fights like these became very popular and were often held on public holidays in honor of a god, a military victory, or as a public favor by some candidate for office. The Colosseum could hold 50,000 spectators who entered the structure through 76 gates. Tickets were distributed before each show marked with a designated entrance gate, much like modern-day seating at football stadiums. The Colosseum had 80 gates, but four were not used for spectator entry. Two of these gates were reserved for the emperor and his guests, one was the performer's entrance to the arena, and one was used for dragging out the dead bodies—animal and human.

**Structural design** Designed with a secret underground passageway in case the emperor needed to make a quick getaway, the best box seats went to the emperor and his family. The vestal virgins had their seats right next to the royal family. Senators sat in the next row, middle-class citizens sat in the lower seats, and lower-class Romans, foreigners, and slaves sat furthest away from the arena. Sometimes, a large awning called a *velarium* would be spread over the seating area to protect spectators from sun and rain. This enormous structure was even equipped with lavatories and public eating houses, again very much like our modern athletic stadiums.

**Performers** The principal performers at the Colosseum were the gladiators, who started the Games with a procession accompanied by dancers, musicians, jugglers, and priests. These men were often recruited from the ranks of slaves or prisoners-of-war. They were often kept chained up in barracks and were treated very cruelly, but a successful gladiator could earn his freedom and many went on to own schools of their own where they trained other swordsmen.

**Styles of fighting** To make the fight more interesting, the Romans devised different styles of fighting with different weapons and armor. First was the heavily armed *samnite* who carried a sword or lance and the *scutum* (a large square shield like the Roman soldiers used). His chest was naked, but he wore an enormous helmet, and protective coverings on his right arm and left leg. Next was the *thracian* with a short curved sword and a small round shield called a *parma*. Third was the *myrmillo*, or fishman, so called because he had a fish or sea-creature on his helmet who carried a sword and shield. These three types,

called *secutors*, were often pitted against the *retiarius*, or net-wielder. This gladiator had the least amount of armor, with only a broad leather belt and a heavy shoulder piece for protection. His weapons were a trident (a three-pronged spear) and a net, with which he tried to entangle his opponent. The Romans loved matches between any of the first three and the retiarius because of the contrast in the amount of armor they carried and the big differences between them. The secutor was heavily armed and always on the attack against the retiarius, who was lightly armed and always on the retreat. These encounters gave the crowd a spectacle of brute force versus skill and cunning that never failed to please.

Sometimes gladiators were made to fight blindfolded on horseback, and often men were pitted against wild animals such as tigers or lions. These beast fighters were called the *bestiarii*. The Games were always full of the most exciting spectacle and the gladiators were the central players.

**Greeting the emperor** Before the Games began, the gladiators would greet the emperor with the words, "Hail, Caesar, those about to die, salute you," indicating their willingness to die to satisfy the citizens of Rome. After this announcement, they would pair off and begin the show.

Usually these battles were a fight to the death, but sometimes the crowd spared a defeated warrior if he had fought particularly well. First he had to "appeal to the finger," that is, he held up a finger, admitting defeat and asking for mercy. If he had fought particularly well or was a favorite of the mob, the crowd gave the "thumbs pressed" sign and he walked away; if not, they gave the "thumbs turned" sign and the doomed man died, amidst a fanfare of trumpets. We are not certain as to the exact meaning of the phrases, "thumbs pressed" and "thumbs turned." The thumb was probably a symbol for the sword. To "turn" the sword meant to use it; to "press" it was to return it to his scabbard. The modern phrases "thumbs up" or "thumbs down," meaning you favor or disfavor something, are based on a misunderstanding of these ancient Roman hand signals.

**What did success mean?** Successful gladiators received a wooden sword. It meant one of two things: if a man were a slave, he became free, and if he were free, he could retire from the arena. Successful gladiators were much like our modern-day athletes. Crowds followed them, love letters arrived constantly, large fortunes could be made. One, named Hermes, even had a poem written in his honor by the poet Martial:

> Hermes, champion fighter of the century,
> Hermes, skilled in the use of all arms,
> Hermes, both gladiator and trainer,
> Hermes, the scourge and terror of the shows,
> Hermes, feared alone by Helius and Advolans,
> Hermes, trained to win, but not to kill,
> Hermes, always a sell-out when he appears,
> Hermes, darling of the actresses,
> Hermes, arrogant with deadly spear,
> Hermes, menacing with Neptune's trident,
> Hermes, terrifying in crested helmet,
> Hermes, glory of Mars, three in one.
>
> —Martial, *Epigrams* 5:24

**Other entertainment** Besides gladiatorial combat, the arena also promised many other kinds of entertainment. The Romans loved to watch animals fight each other as well as to fight with men. The number of animals killed in the Roman arenas was phenomenal. Emperor Augustus once boasted of having had 3,500 animals killed in his shows. Several years later, Emperor Titus had 5,000 slaughtered in one day. In A.D. 249 Emperor Philip celebrated Rome's 1,000th anniversary with spectacular games. Every wild beast in Rome was killed during these Games: 32 elephants,

# ROMAN ENTERTAINMENT
## The Colosseum - 3

10 elks, 10 tigers, 60 tame lions, 30 leopards, 10 hyenas, 6 hippos, 1 rhinoceros, 10 zebras, 10 giraffes, 20 wild asses, and 40 wild horses.

**Reactions to the Games** Not all Romans were fond of this cruel and brutal spectacle. In a letter written by Cicero, we read the following sentiments:

> "The remaining five days were taken up with animal hunts, which were certainly splendid. But what civilized man can enjoy the sight of a feeble man being mauled by a powerful beast, or a noble beast being pierced by a spear? On the last day, it was the turn of the elephants. As usual, the crowd was astonished at the sight of them, but I couldn't say I enjoyed it. They seem to be almost like human beings."
>
> —Cicero, *Ad Familiares* 7.1

**Religious persecution** On occasion, the Romans did not hesitate to slaughter human beings. During the religious persecutions of the Jews and Christians, the Romans forced unarmed people to face wild animals in the arena. The first Christian to suffer martyrdom in the Colosseum was Saint Ignatius, who was thrown to the lions after exclaiming, "I am as the grain of the field, and must be ground by the teeth of the lions, that I may become fit for the Lord's table." Shortly, after this statement, 115 Christians were killed with flights of arrows for the crowd's amusement.

**The sea battles** One of the most spectacular entertainments provided by the Colosseum was the Naumachia, or sea battle. The Colosseum was actually turned into an artificial lake and naval battles were staged for the crowd's amusement. These fights only took place on the most important holidays as they took quite a bit of preparation. The Colosseum had to be made watertight and about five feet of water was needed to make the ships float. In a structure with as many openings as the Colosseum you can imagine the difficulty and the expense of providing this kind of entertainment.

**What is left?** Today, all that remains of the Colosseum is the outer shell of the structure. During the Middle Ages people stripped away most of the marble seats to use as building materials. At the beginning of the 20th century, the Italian government decided to open up the underground passages where the performers prepared and the animals were caged. Therefore, what you see today is an amphitheater without seats or an arena. Yet, even in this state, the Colosseum will always be a symbol of Rome. These famous words by the Venerable Bede, a 7th century Christian writer, describes his feelings about this famous structure:

> "As long as the Colosseum stands,
> Rome will stand.
> When the Colosseum falls, Rome will fall.
> When Rome falls, the world will fall."
>
> —Bede

**Directions:** Select two of the paragraphs in this essay to illustrate. Rewrite the content of these paragraphs in your own words. Reread your paragraphs and decide how best you can make a simple drawing for each that will add to the meaning of the content of your selection. Color your illustrations with colored pencils, markers, or crayons. Place each paragraph and illustration on a separate page. Submit your illustrated text to your teacher.

# ROMAN STANDARD AND CORONAE - 1

During the Republican Period (508 B.C.-27 B.C.), a prominent general came to power. His name was Gaius Marius, and he made a number of important changes in the structure of Rome's armies. Before Marius, the armies had been made up of part professional soldiers and part amateur volunteers who served during times of crises. When Marius died (86 B.C.), the Roman army was completely professional. This meant that a rich man (patrician) no longer automatically entered the army as a general or colonel. He had to prove himself in combat. These high ranks, moreover, were now open to poor people (plebeian) as well, provided they earned them.

Probably one of the most important changes Marius made, however, was to introduce the practice of giving each legion an Eagle standard, usually made of silver, which was inscribed with the letters **SPQR** (Senatus Populusque Romanus—meaning The Senate and the People of Rome). This standard was kept in a special shrine whenever the legion was in camp. To lose your standard to the enemy in battle was the greatest disgrace that a legion could suffer.

In addition to the Eagle, each legion also had its own emblem and colors, just as military regiments and schools today have a mascot and colors. The Roman soldiers were particularly fond of animal mascots: rams, goats, wild boars, horses, bears, lions, wolves, bulls, and mythical beasts such as a pegasus or a griffin. This emblem was carried into battle by the *vexillarius*, or standard bearer, who wore a headdress made from a lion's or leopard's skin. During the battle, this man's job was to plant the standard firmly in the ground so that the men of his unit could rally around it and fight as a group rather than as individuals. When legions won great victories and acclaim, they would drape their standards with the trophies of battle.

*Germanic standard-bearer and Roman general*

*Coronae* were the crowns, or wreaths, the Roman Senate awarded the bravest soldiers. The highest award was the *Coronae Triumphalis*, a wreath of bay leaves worn in a triumphal procession or parade by the victorious general. This particular award will be given at the end of our Roman simulation to the Grand Gen of Rome; that is, the gen who collects the most coronae and denarii during the whole simulation. However, other coronae will be awarded to the gen having the most denarii at the end of each Via. Work hard to be the winning gen, for the winner gets to double the denarii amount it earned during this Via and add this amount to its balance. A description of each corona is given on the next page.

## About the coronae

At the end of each Via, the corona listed by the Via will be awarded to the gen having the highest number of denarii. ***(Important note:** If some or all gens have done exceptionally well, your teacher may award a corona to more than one gen.)* The appropriate coronae

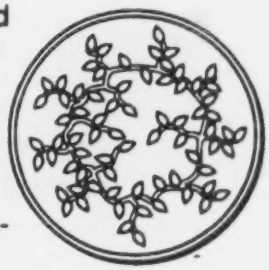
# ROMAN STANDARD AND CORONAE - 2

are listed here with a brief description of the significance to the ancient Romans. The winning gen is not only awarded this crown but is also allowed to make an "honor badge" having the corona symbol which is then attached to its standard. Suggestions for what your corona designs might look like are included below.

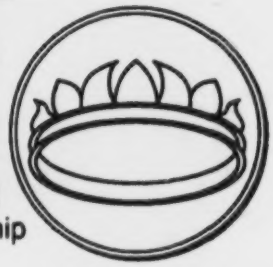
**Via I Daily Life—**
**Corona Civica**
This crown, made of oak leaves, was given to the soldier who had saved the life of a comrade in battle.

**Via II Forum—**
**Corona Muralis**
This crown, made of gold in the form of a city wall, was bestowed upon the leader of a battle party which had stormed the walls of an enemy city.

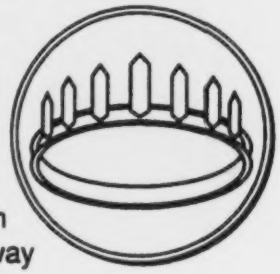
**Via III Temple of Apollo—**
**Corona Obsidionalis**
The general who had freed a beleaguered army was eligible for this crown, a wreath of native grass particular to the region in which he had distinguished himself.



**Via IV Pax Romana—**
**Corona Navalis**
This wreath, adorned with miniature prows of ships, was presented to the soldier or sailor who had first boarded an enemy ship in battle.



**Via V History Mystery—**
**Corona Vallaris**
This crown, also made of gold and made to represent the ramparts of a enemy camp, was presented to the first man who had broken his way into an enemy's camp.



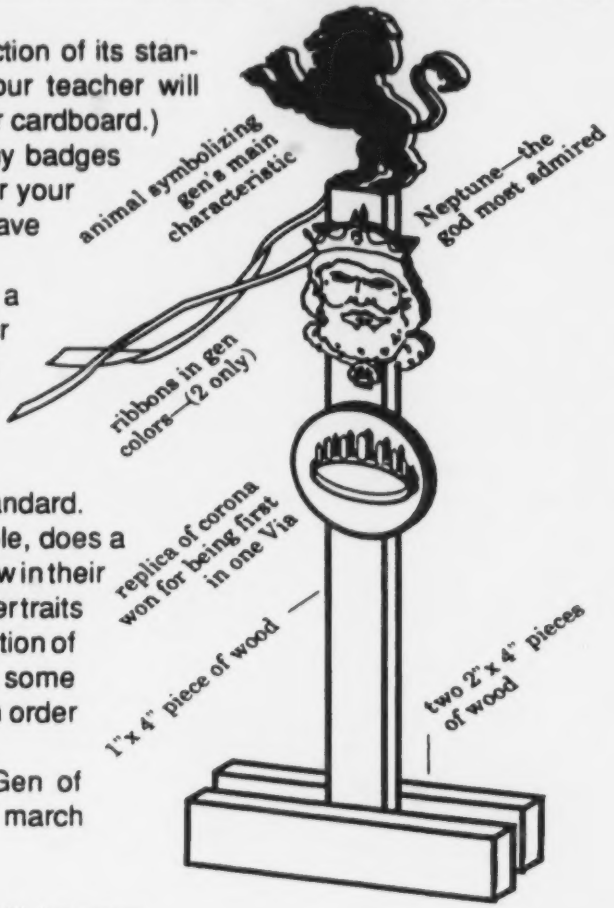
**Via VI Circus Maximus**
No corona awarded

**Via VII Banquet—**
**Corona Triumphalis**
This crown, the highest award, was a wreath of bay leaves. Victorious generals wore them in triumphal processions or parades.

# ROMAN STANDARD AND CORONAE - 3

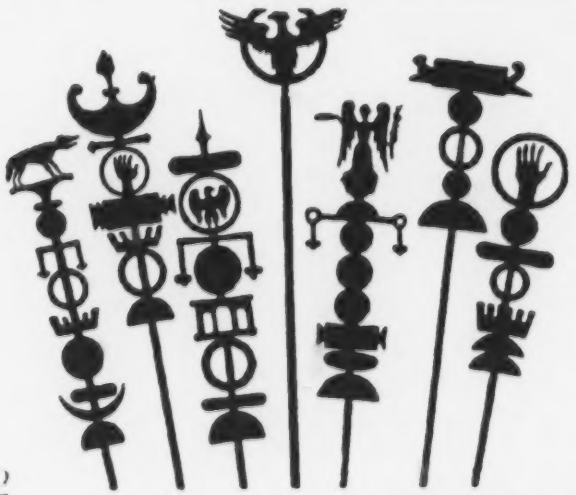
***Directions:***

1. Your gen should complete the construction of its standard. (An example is on the right. Your teacher will possibly give you the basic wood and/or cardboard.)
2. Attach the gen emblem, colors, and any badges symbolizing the coronae you receive for your accomplishments. (Your teacher will have you make this badge.)
3. Keep in mind that a standard is a bit like a flagpole that symbolizes your "family" or gen. Just as we fly flags that symbolize our state or country, etc., coronae were attached to Roman standards to display a legion's achievements.
4. Be sure your gen *personalizes* its standard. *Really use your imagination.* For example, does a certain animal that the Roman legions saw in their travels overseas represent some character traits of your family? If so, include a representation of this animal. You also might like to use some god, hero, or symbol on your standard in order to show what you respect.
5. If your gen is proclaimed the Grand Gen of Rome, you will have real pride as you march behind your standard!


animal symbolizing gen's main characteristic
Neptune—the god most admired
ribbons in gen colors—(2 only)
replica of corona won for being first in one Via
1" x 4" piece of wood
two 2" x 4" pieces of wood

*Finally, never forget that your standard will be your "flagpole of honor."*

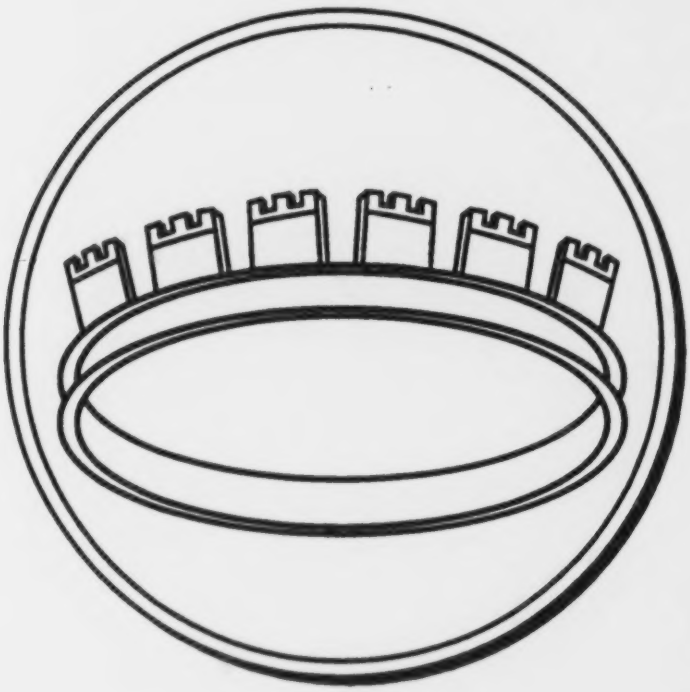
*Here are other examples of Roman standards. They are fascinating to study.*



# CORONAE - 1

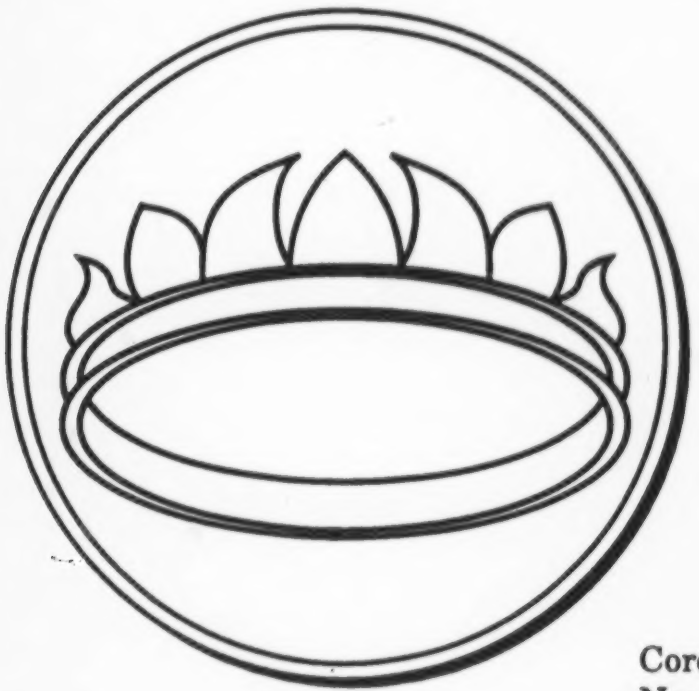
Corona
Triumphalis

Corona
Civica



Corona
Muralis

Corona
Obsidionalis



Corona
Navalis

Corona
Vallaris

# GUIDELINES/DAILY DIRECTIONS - 1



## Via II: Forum of Roma

Via II begins with a historical overview to set the scene for student participation in a Roman election. Students then participate in a gameboard activity called the Forum of Roma. Students, organized as six gens, do research to answer questions in order to collect VOTE CARDS and move around the gameboard. The more questions they answer, the better chance they will have of winning the election. They then participate in a typical Roman election for consul.

## Before the simulation begins

1. Assemble resource reading materials, if you have not already done so.

2. Make up some "knucklebones," the Roman version of dice. Collect a minimum of five joint pieces (knuckles) from the drumsticks or thighs of chickens. *(Make a big pot of chicken soup and you'll enjoy the game that much more!)* Boil and thoroughly dry these before use to prevent them from becoming spoiled. You may wish to use these to introduce the Forum of Roma competition. Then you may use a regular die afterward; or you may elect not to use them at all. If you elect not to use actual knucklebones, however, we still encourage you to tell students about the Romans' use of knucklebones, for this is an interesting tidbit of cultural information that makes a human connection.

3. Make an overhead transparency of the FORUM OF ROMA GAMEBOARD from the master provided. With the overhead projector and a large piece of white or light-colored butcher paper, copy one gameboard for each competitive unit (i.e., one for each of your classes using the unit). You may even want some artistic students to attractively decorate these gameboards. Make sure, however, that the designs are simple and clear so that students don't have trouble identifying each space as they use the board. If possible, laminate the gameboards. This will make them useful the next time you want to use ROMANS. Set aside wall space for as many enlarged gameboards as you will have made.

# GUIDELINES/DAILY DIRECTIONS - 2

TT TEACHING TIP

*You may wish to have students construct charts of the Roman government and the United States government. Did the Romans use three branches?*

4. Duplicate the following:
   - STRUCTURE OF GOVERNMENT (one per student)
   - QUESTIONS: STRUCTURE OF GOVERNMENT (one per student)
   - FORUM OF ROMA: PLAYING THE GAME (one per group)
   - FORUM OF ROMA GAMEBOARD (one per group from transparency—see #3)
   - CANDIDATUS CARDS (one set)
   - VOTE CARDS (six sheets; cut apart into 36)
   - VESTAL VIRGIN PARDON CARDS (two—cut apart to make six cards)
   - ELECTION RULES (one per group)
   - ROMAN SENATE (one per student)

**Day 1**

1. Distribute STRUCTURE OF GOVERNMENT essay and QUESTIONS: STRUCTURE OF GOVERNMENT. These questions can be used as a classwork or homework assignment.

2. Have each individual student do the questions. Then have the students meet in their clans or gens to check one another's answers. These are low-level questions designed to insure that any level student will at least be able to skim the material for answers.

*Here is an answer key:*

**QUESTIONS: STRUCTURE OF GOVERNMENT**

1. 508 B.C.
2. public affairs ... representatives
3. dividing political power among different branches of gov't
4a. monarchy = ruled by king or queen
4b. aristocracy = ruled by rich and/or nobles
4c. democracy = ruled by people
5. one year
6. veto
7.

| | |
|---|---|
| **Magistrates** | Consuls elected 1 year to administer laws ... Praetors were judges... Censors collected taxes ... Dictator could control in emergency for 6 months |
| **Senate** | Patricians were aristocrats ... Eventually plebeians, more common persons, were allowed to have power ... Powers consisted of foreign policy, contracts, and other laws ... |
| **Assembly** | Citizen-soldiers gradually gained more power as the years passed ... They focused on approving or rejecting laws other branches had created ... |

8. patricians ... plebeians
9. Senatus Populusque Romanus ... the Senate and the people of Rome
10. Fight in the Roman army
11. written code of laws which was "published"

ANSWER KEY

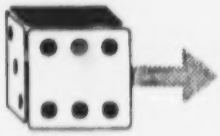
3. When the gens have finished, you can orally give a check-up quiz to students as individuals if you wish. In any event, award denarii for their efforts.

**Days 2-3**

1. Pass out the Forum of Roma game materials, including the gameboards and FORUM OF ROMA: PLAYING THE GAME. (You may wish to display an overlay made from the FORUM OF ROMA master. It makes an excellent focal point for explaining Roman architecture. Slides or a filmstrip on Rome would also be of benefit here.)

# GUIDELINES/DAILY DIRECTIONS - 3

***Note:*** *Knucklebones are difficult to use, but students should have a chance to experience them. The Romans loved gambling and games of chance.*



2. Start the game by having the gens play "knucklebones" to determine the order each gen will play. As per explanation given students in the rules, each gen representative must toss five knucklebones up in the air; then catch them on the back of his/her hand. Then, the representative must toss the bones again and catch as many as possible in the palm. If there are ties, a "toss-off" is held until one team emerges victorious.

3. Switch now to a single die and have the first team toss it to see how many moves it will have. (From now on, see game rules for the way the game is conducted.)

4. This activity normally will take two to three hours, particularly if you want each team to have several research experiences. (We recommend you stop the game when one team has done five.)

TT
TEACHING TIP

*You should distribute as many VOTE CARDS for each successfully completed activity as you consider appropriate.*

5. When you want the game to end (or when one team has landed on its fifth temple/public building square), indicate that each team will have one last throw. It is a good idea to do this close to the end of the hour, in order that any loose ends can be tied together as homework.

**Day 4**

1. Have gens assess their VOTE CARD totals and DENARII BALANCE, since their political power in the election coming up will depend on these two factors.

2. Have the gens pick their consul candidate and then follow directions on the ELECTION RULES handout.

3. Allow the rest of the period for election preparation. (Having materials for the students to work with to make signs, posters, etc., is essential here.)

**Day 5**

1. Allow students to conduct their campaigns, following Roman rules.

2. Have the speeches, and then have gens negotiate to trade, buy, give votes, etc. (See negotiations on handout.)

3. Conduct a public tally of the votes by having each gen come forward and give you its VOTE CARDS. Announce the numbers and place that tally by the candidate's name on the board.

**Days 6-7**

1. Pass out the ROMAN SENATE handout. Have the students follow directions given. Allow about half the period for gens to come up with solutions. (These solutions are to be based more on intuition than on research.)

*If you have several "motor mouths," you can limit each student to one or two speeches only for the session.*

2. Start the debate by having a representative of one gen give its solution. You can allow more speakers on each problem if you wish (the directions call for four, only), but we have found that limiting speeches moves the re-creation along at about the right pace.

3. Note that you grade the speeches with a show of fingers. This procedure may be somewhat awkward at first, but it keeps you in overall charge of the debate (see III:XXX ROMAN SENATE.

4. When the senate session is finished, have students within each gen do the Problem Questions as homework—dividing the phases among gen members.

**Day 8**

1. Have gens meet in circles and take notes from one another on the causes of the republic's failure.

2. A good debriefing activity is to read a scene or two from Shakespeare's *Julius Caesar*. Then ask students to analyze both the events and the characters of Caesar and the senators.

3. If you have time, motivate the next Via you are using.

Motivate ...
Motivate ...
Motivate ...
Motivate ...
Motivate ...

# STRUCTURE OF GOVERNMENT - 1

**The Roman Republic (508/9 B.C.-27 B.C.)** When the Romans overthrew Tarquin the Proud, they entered a new phase of history called the Roman Republic. The word republic comes from the Latin phrase *res publica*, which simply means "public affairs." In a republic, citizens *elect representatives* to run the nation for them. However, while the Romans certainly had a *republic*, they did not have a *democracy*. All citizens did not share the right to *vote* and other political rights. In fact, in the Roman Republic, various groups struggled for power, sometimes resorting to violence. The Roman Republic lasted almost 500 years, and during this time Rome became the leading power in the Mediterranean region. Though the Romans eventually replaced their republic with an *empire*, it was the republican system that was responsible for Rome's success as a civilization.

**Structure of the government** When the republic first began, since the Romans wanted to prevent one person from taking too much control (remember the kings of earlier times), they divided political power among different branches of government, much as we do today in the United States. You might ask yourself the following question: Does splitting the power among a number of institutions really prevent one branch or person from taking control?

---

*Read the essay's next paragraph carefully.*

*In that paragraph how do the words* monarch, aristocracy, *and* democracy *relate to the executive and legislative branches in our national government?*

**? ? ?**

---

By about 275 B.C., Roman writers boasted that Rome had achieved a balanced government. By mixing several forms of government, the Romans created a system that was partly a *monarchy* (rule by a king or queen), partly an *aristocracy* (rule by the rich people who owned the land), and partly a *democracy* (rule by the common people). The Romans felt that this mix gave them the best features of all kinds of government.

**The first branch—magistrates** The first branch of the Roman Republic consisted of several ruling officials or *magistrates*. The most important were called the *consuls*, who were elected for one year. In some ways they were like little kings. However, two rules limited their power: First, a consul's term was only one year long, and the same person could not be elected consul again for 10 years. (This situation would change later in the republic. Marius served as consul for seven terms.) Second, one consul could always overrule, or veto, the other's decisions. (In Latin, "veto" means "I forbid.") The consuls administered the laws and controlled military affairs. Under the consuls were judges called *praetors*, who defined and interpreted the laws. Under the praetors were officials called *censors*, who collected taxes. In times of emergency, the republic could turn to another type of political leadership, the *dictator*. Once named dictator, a man had absolute power to make laws and command the army. Such a man, however, could only hold power for six months. Consuls chose the dictators followed by a Senate election.

**The second branch—Senate** The second major branch of the government was the Senate. The aristocracy of Rome—the *patricians*—controlled this branch of government. Roman tradition suggests that the first king, Romulus, named 100 outstanding citizens to advise him, thus creating the first Senate. Gradually, the number of senators increased to 300, and membership was eventually extended to *plebeians* as well as patricians. Membership was

# STRUCTURE OF GOVERNMENT - 2

for life. Therefore, the senate provided continuity and stability in the government. It had the power to decide foreign policy, approve contracts for building temples and roads, propose laws, and handle the daily problems of government.

**The third branch—Assembly** The democratic branch of the Roman government was the Assembly. All citizen-soldiers were members of this branch of government. In the earlier days of the republic, the Assembly had little power in comparison to the consuls and the Senate. The Assembly met infrequently and could not propose laws, only vote to approve or reject them. Over the years, however, the powers of the Assembly increased, and eventually its decisions gained the force of law. In essence, much of the history of the early republic was the struggle between Rome's social classes—the patricians and plebeians—for control of the government.

**Roman social classes** Not all people were equal in Roman society. Although all male Roman citizens could take part in politics, a small group of families dominated the city. Romans of this ruling upper class claimed that their ancestors had been *patres*—fathers—who founded Rome. The specially privileged families were known as the patricians. They claimed that their ancestry gave them the authority to make laws for Rome and its people.

*What about women? Were they voting?*

**???**

The common farmers, artisans, and merchants were known as plebeians. The plebeians were free citizens with a number of rights, including the right to vote. However, they had far less power than the patricians, who held nearly all important political offices.

Since birth alone—not merit or wealth—determined every Roman's social and political status, the line between the patrician and plebeian classes was extremely rigid. In the earliest days of the republic, for example, the law forbade marriage between the two classes.

**Struggle between classes** For centuries, Roman coins bore the letters SPQR, which stood for Senatus Populusque Romanus—the Senate and People of Rome. Together, these two groups were the heart of Roman government. This simple phrase ignored years of bitter struggle between the patricians (who controlled the Roman Senate) and the plebeians (who constituted the majority of the population).

The plebeians had little power, but they had one great advantage—numbers. As the republic grew, the patricians had to rely more and more on plebeians to fill the ranks of the army. Remember, in this early period, Rome did not have a professional army, but rather a volunteer force. By threatening not to fight unless reforms were granted, the plebeians were able to win many rights.

**The plebes strike** Finally, in 494 B.C., thousands of unhappy plebeians walked out of the city and camped on a neighboring hillside. They refused to fight in the Roman army unless patricians agreed to grant them a greater role in the government. As a result of this "walkout," the plebeians were able to force the creation of a new assembly called the Council of Plebeians to represent their interests. This council elected officials—at first two, and eventually 10—called *tribunes*. These men were able to veto any acts of the Senate or of the consuls that directly affected the plebeians. Between 494 and 287 B.C. the plebeians used the walkout strategy several times. Each time, they won new rights.

# STRUCTURE OF GOVERNMENT - 3

**A written code of laws** One of the greatest victories of the plebeians was the creation of a written code of law. Roman law had rested heavily on custom. When laws were unwritten, patrician officials often interpreted them to suit themselves. Consequently, plebeians demanded that the laws of Rome be published. The laws were collected and written down on 12 bronze tablets displayed in the Forum. The Twelve Tablets, as these legal codes were called, made it possible for all to know and understand the laws. Plebeians finally won the right to hold many political offices that had once been open only to patricians. Laws that discriminated against plebeians were slowly abolished. Plebeians and patricians could now marry one another and, because both sides were willing to compromise, the result was a government in which power was somewhat shared.

*Statue of a magistrate.*

**Not a democracy** Despite all their gains, the plebeians did not change Roman government significantly. The aristocracy (patricians) continued to control the government because the Roman Republic always remained relatively undemocratic. Unlike the Greek polis, Roman politics were neither direct nor participatory, but representative instead. Most citizens had no direct say in political decisions. Unlike the Athenians, Romans generally believed, according to one historian, that the people "were not to govern but to be governed." In practice the Senate would rule with great authority for much of the republican period. When they finally lost power, it would not be to the people, but rather to a series of very powerful persons.

*Were Americans as committed to democracy in the late 18th century as they are today?*

**???**

# QUESTIONS: STRUCTURE OF GOVERNMENT

Your name _____

1. The Roman Republic began around _____ .

2. Republic means _____ _____ where citizens elect _____ to run the government.

3. How did the Romans attempt to prevent one person from taking control?

   _____

4. Define the following:
   a. monarchy _____
   b. aristocracy _____
   c. democracy _____

5. Consuls were elected for _____.

6. In Latin _____ means "I forbid."

7. Make a chart of the three branches of Roman Republican government and fill it in with as much information as you can. (Use the back of this paper.)

8. The upper social class families were called _____ . The common folk were called the _____.

9. SPQR stands for _____. It means _____ _____.

10. The plebeians gained political power over time by refusing to _____ _____ .

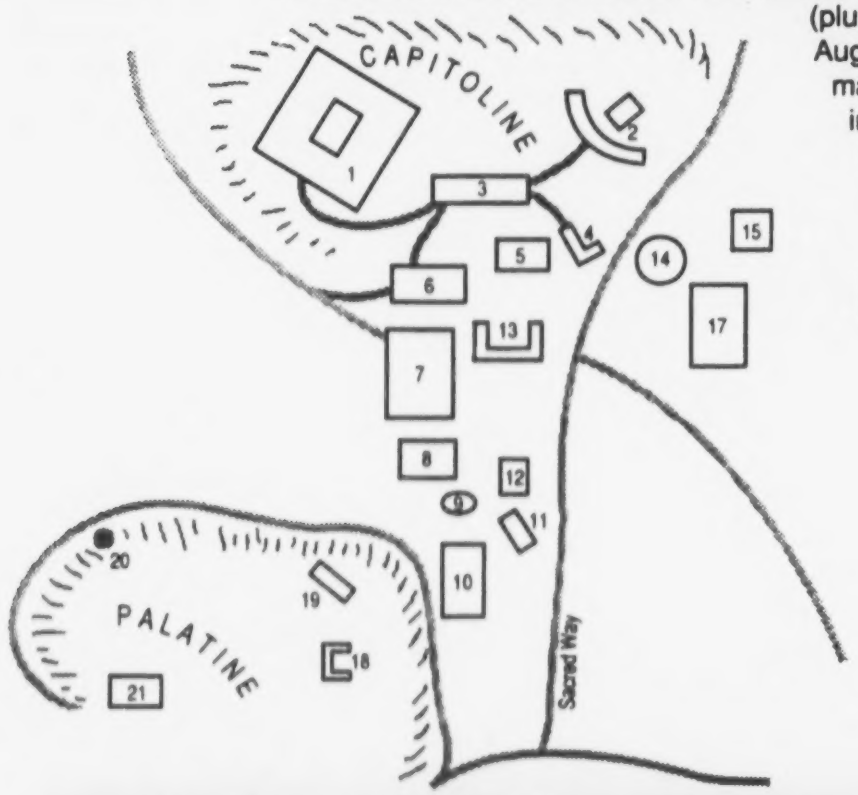
11. One of the greatest achievements of the plebeian walkouts was the creation of a _____.

# FORUM OF ROMA: PLAYING THE GAME - 1

## Introduction

A forum is a public meeting place where people can openly discuss issues of concern or hear lectures or presentations. In ancient Roman times it was also an open marketplace or central public meeting place.

During the republic and up to the time of Caesar, most public business in Rome was conducted in a large plaza in the middle of the city called the Forum. Later, during the empire period, various emperors added more public squares with buildings far more magnificent than in the old Forum, although this first ancient square remained the most important. The Forum served as the heart of both the Roman Republic and the Roman Empire. Examine the Forum Map below. Then, as you make your way around the FORUM OF ROMA GAMEBOARD and into the fora (plural) of Caesar and Augustus, you will find many different buildings, some religious, some political, but all essential to Roman life.




FORUM MAP

1-Temple of Jupiter 2-Temple of Juno 3-Tabularium 4-Tullianum Prison 5-Temple of Concord 6-Temple of Saturn
7-Basilica Julia (Court House) 8-Temple of Castor and Pollux 9-Temple of Vesta 10-House of the Vestal Virgins
11-Regia 12-Temple of Julius Caesar (the god) 13-Rostrum 14-Temple of Janus 15-Temple of Venus 16-Temple of Mars
17-Senate House 18-Temple of Apollo 19-Home of Cicero 20-Cave where the iron wolf stood 21-Palace of Augustus



Romans III:IX

# FORUM OF ROMA: PLAYING THE GAME - 2

TEACHING TIP

*Post-it notes make good markers.*

## Game rules

Before your gen can participate in the actual campaign and election of a candidate for consul, you must earn or buy votes. To do this, you will play the game Forum of Roma. During this game your gen will catch the knucklebones (see Knucklebones below) to determine your gen's order of play and roll the die to move back and forth along the gameboard. You will have to research the answers to questions about the temples and public buildings of the Roman Forum according to the CANDIDATUS CARDS; you will also take chances with your fate with the AUGURES CARDS. In this way, your gen can earn as many votes and denarii as you want, according to how hard and well you can work together.

In order to prepare for game play, each gen will receive a FORUM OF ROMA GAMEBOARD. Each gen will need to design a team marker in order to keep track of its position on the gameboard. (Use the materials provided by your teacher or provided by your research.) Be sure to include your gen name and an animal design on the marker. With that done, you are ready to begin the game. (Your gen's position will be recorded on the chalkboard by your chairperson using your gen name.) Now read about knucklebones and wait for instructions from your teacher.

## Knucklebones

Knucklebones probably originated in ancient Asia, but it was widely played in Greece using the knucklebones from legs of sheep. The Romans also enjoyed the game and introduced it to many countries during their military campaigns.

Using the knucklebones your teacher has provided, one player in your gen will toss all five bones into the air and try to catch as many as possible on the back of his or her hand. Then those bones are tossed a second time and caught again, this time in the player's palm. This second catch determines the order in which your gen will move on the gameboard. (In case of ties, a "toss-off" will be held.)

### Rules

***Note:*** *Some CANDIDATUS CARDS have special directions—particularly the one for the House of the Vestal Virgins.*

1. After order of play is determined by the knucklebones, the first gen rolls a die to determine its movement:
   a. If a gen lands on a temple or public building square, it must stop and do research to answer the questions on the CANDIDATUS CARD for that square. (Your teacher will give you the card.) The gen must write out answers to the

questions and have the teacher approve the answers before it will be allowed to roll the die again.

b. If a gen lands on a numbered square (I to XXX), the AUGURES CARD for that square applies. This card is read by the teacher and the gen records the denarii effect on its DENARII BALANCE SHEET. The gen then rolls the die again.

c. If a gen lands on a temple/public building square, it proceeds as in "a"; if it lands on a numbered square, another AUGURES CARD is read, and so on.
*(**Note**: Since the object of the game is to acquire as many VOTE CARDS as possible—which the teacher gives a gen for correct answers to a CANDIDATUS CARD—and since these cards can only be acquired by doing research on the temples or public buildings, each gen will want to land on as many temple/public building squares as it can. Also, see special rules below.)*

2. The next gen then rolls the die and play proceeds as described.

3. Once started, play continues until one gen has researched at least five CANDIDATUS CARDS (or until the teacher calls a halt). Note that when a gen reaches the square beyond Juno, it reverses its path and continues back toward the Start square. Once at Start, it reverses again, and so on, until the game ends.

## Special rules

1. Since each gen moves on its own gameboard, the gen chairperson must write on the chalkboard its location any time the gen lands on a temple/public building square as well as place the gen marker on the team gameboard.

2. If a gen lands on a temple/public building square already occupied by another gen (check the chalkboard), it must roll the die again. (The CANDIDATUS CARD for a particular square can be used more than once, but it cannot be used at the same time by two gens. Once a gen has finished its research, it turns this card with its answer sheet attached into the teacher. Also note that since the overall objective of the simulation is to finish all phases as the Grand Gen of Rome, a gen would be foolish to share its research with another gen.)

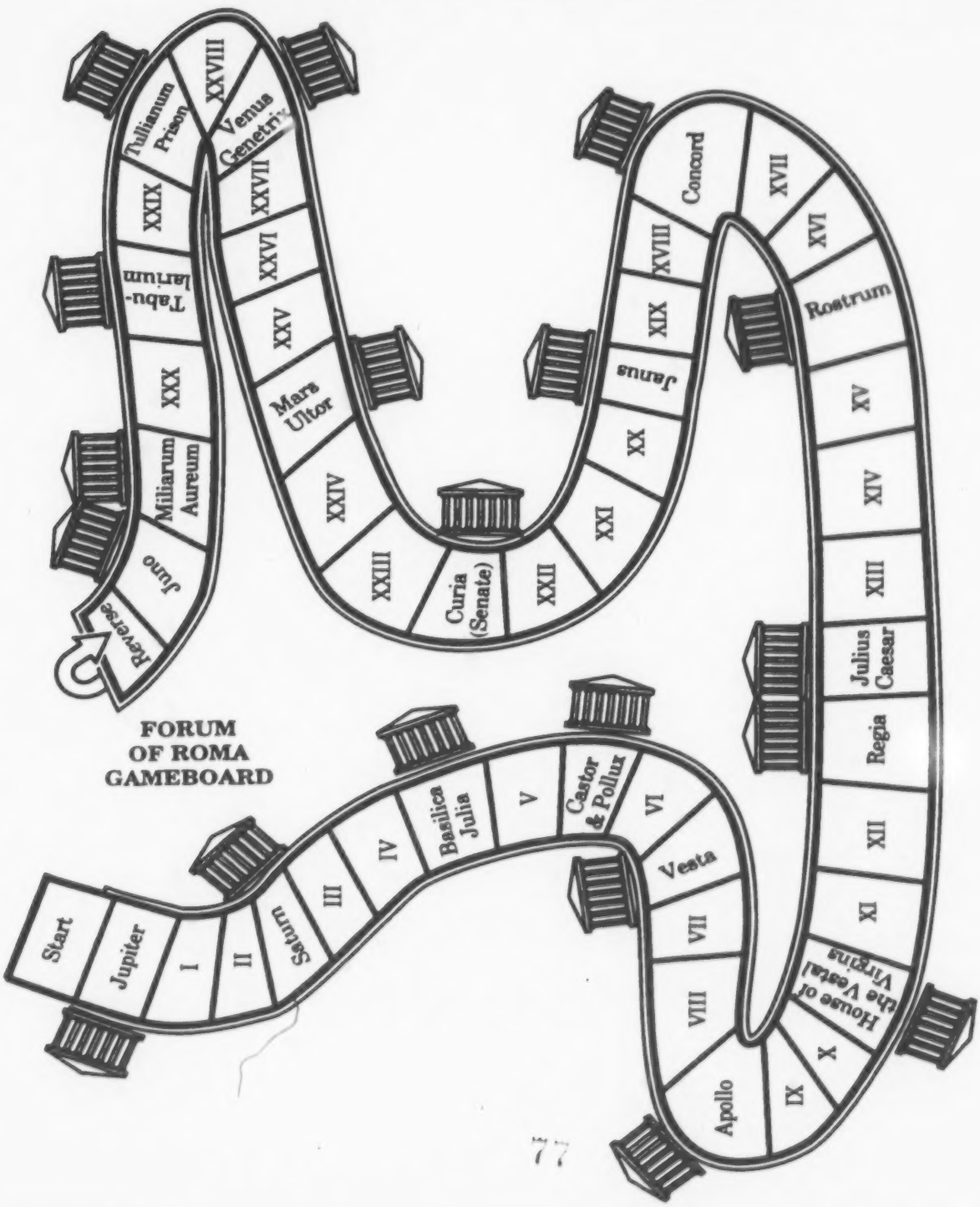
***Important:*** *Each answer sheet on the CANDIDATUS CARD questions can be worth up to 10 VOTE CARDS, depending on how your teacher evaluates these answers.*

CDLXXVI

# FORUM OF ROMA: GAMEBOARD

= Temple/public building square—Candidatus Card

I, II, III, IV, etc. = Numbered square—Augures Card




FORUM OF ROMA GAMEBOARD

# Candidatus Card

## TEMPLE OF JUPITER

This building was the most important on the Capitoline Hill, called by the Romans the Temple of Jupiter Optimus Maximus. Although destroyed by fire several times, this temple was rebuilt. Each time it was rebuilt, it became richer and more magnificent. The roof tiles were gilded with bronze and sheets of gold covered the doors. The temple was dedicated to three divinities—Jupiter, Juno, and Minerva—each god having its own sacred chamber. Inside the central chamber was an enormous statue of Jupiter dressed in precious fabrics, holding his special symbol in his right hand. His face was painted red. When Roman kings rode in triumphal processions through the city, they painted their faces red like Jupiter's statue to symbolize that they, too, were godlike beings. This was the building in which the Sibyline Books were stored. Romans often asked the priests of Jupiter to consult these volumes of prophesy when they faced a crisis.

1. Why was Jupiter so important to the Romans?
2. What sacred symbol did the Romans associate with Jupiter?
3. What English words come from the Latin "optimus" and "maximus"?

# Candidatus Card

## TEMPLE OF SATURN

Saturn was one of the oldest of the Roman gods. He was the god of the new-sown seed—*sata*. He was responsible for helping the seeds grow into a rich harvest. Some legends picture him as a prehistoric king who brought law and order to the early tribes of Italy. One of the most popular Roman festivals was the Saturnalia (December 17-23). During this time the Romans celebrated the sowing of the seeds for the next year. They exchanged gifts, attended parties, and, for a while, forgot the difference between slaves and masters. Slaves might sit down to dinner with their owners waiting on them for a change. In general, the Romans loved old Saturn and celebrated his birthday with great enjoyment. His temple was a popular one with the people of Rome.

1. We have commemorated Saturn by naming one of the days of our week after him—Saturday. He is the only Roman god to be so honored. If Sunday is the Sun's day and Monday is the Moon's day, who are Tuesday, Wednesday, Thursday, and Friday named after? (You might want to use the dictionary for this question.)
2. Do we have celebrations similar to the Saturnalia in our culture?

# Candidatus Card

## BASILICA JULIA

This rather large building was the Roman courthouse where justice was dispensed. It was built during the rule of Gaius Julius Caesar around 54 B.C. Remember that Julius Caesar caused the end of the republic and helped Rome become an empire. The Basilica was a large building—270 feet long—with a huge inner chamber and a double gallery. Young Romans of fashion often met there to loiter and stroll about the building with members of the opposite sex. Various gameboards were actually marked out on the pavement, and along the sides of the building were large roomy offices. The central hall was heavily decorated with paintings, and hundreds of statues and busts of famous Romans could be found in every possible corner. During the empire period, the mad Emperor Caligula used to enjoy standing on the roof, throwing gold coins to the crowds below and laughing with delight as they trampled one another getting to the money. Nothing remains today except the paving stones.

1. The Roman Forum was a place for public buildings and important monuments. Romans also used the Forum for social purposes. Most countries have such a location where the people gather. In the United States we have the Capitol Mall in Washington, D.C. How are the Roman Forum and our Capitol Mall similar?

# Candidatus Card

## TEMPLE OF CASTOR AND POLLUX

This temple is one of the oldest in the Forum, dedicated to the twins (the Dioscuri). During the wars against Tarquin the Proud, the Romans appointed their first dictator to lead the army. Even though the enemy forces outnumbered the Romans, Aulus Postimius achieved a great victory. How was this possible? Many men on the battlefield claimed that in the middle of the battle, two gods, Castor and Pollux, appeared in full armor on the battlefield. The two gods fought on the Roman side and helped to accomplish this miraculous victory. Later that day, these two gods magically appeared on horseback in the Forum to announce the victory to the people of Rome. After the defeat of Tarquin, the Romans formed the republic and proclaimed Castor and Pollux "Protectors of the Republic." The Romans dedicated this beautiful temple in their honor.

1. The Romans dedicated a temple to the protectors of their republic. Does the United States have similar monuments or buildings dedicated to outstanding symbols or individuals?
2. Why do you imagine people erect such monuments?

# Candidatus Card

## TEMPLE OF VESTA

This was one of the oldest buildings in the Forum and perhaps built by Numa Pompilius, the second king of Rome. It still stands today. Unlike most of the temples in Rome, this one was round with an opening in the roof. The few round temples in Rome were probably based on the ancient round huts used by the early Latins that were built with a hole in the center to permit the smoke from cooking fires to escape. This was not only the most important temple in the Forum but also in the city of Rome because it housed the Sacred Fire, symbol of the life of Rome. The Vestal Virgins tended this fire that was never permitted to go out. If, through some calamity, the fire did die out, the Vestal Virgins rekindled it the old-fashioned way—rubbing wood against wood. Religious ritual demanded friction and Vestal Virgins were not permitted to use the newer method of striking flint on steel to obtain a spark to start the fire. A vestal who was unfaithful to her duties died a horrible death: After being carried through the Forum crowds on a funeral car, she was forced into an underground crypt and buried alive. Vesta was one of the most important Roman goddesses, and her sacred temple was a powerful symbol of the continuing existence and destiny of the Roman people.

1. Almost all countries have symbols—England has Britannia, the Lion, and John Bull; France has Marianne and the Cock; Russia has the Bear. What symbols represent America? What connections can you find between our symbols and ancient Rome?
2. Why might the Romans have used a "hearth fire" as such an important shrine for their most important temple?

# Candidatus Card

## TEMPLE OF APOLLO

Augustus Caesar built the Temple of Apollo during the early days of the Roman Empire. It sat on the Palatine Hill near his imperial palace. This building was really more of a library than a temple. Collections of books on law and the arts filled the temple. There were two large libraries divided by a reading room. One library contained works in Greek and the other housed Latin books. In the reading room stood an enormous statue of Augustus looking like Apollo. Apollo was the patron of the arts, so it's only natural to have a library in his temple, but Augustus dedicated the building to this god for other reasons. He believed that Apollo had assisted him at the Battle of Actium where he defeated Mark Anthony and Cleopatra, and he also wanted to show the Roman people that he believed Apollo had left his home in Greece to live in Rome because Rome was the most powerful city in the world.

1. Where would you find a book about Apollo in your school library? Please record the call numbers.
2. Where was the Battle of Actium fought? How would you find this information in your school library?

# Candidatus Card

## HOUSE OF THE VESTAL VIRGINS

This building, called the Atrium Vestae, was where the priestesses of Vesta lived. Romans considered the six women who served the goddess Vesta almost sacred. Vestal Virgins served the goddess for 30 years. When vacancies occurred, a young girl, not less than six years old and not more than 10 years old, immediately filled the position. She had to be physically perfect, of good character, from a suitable (patrician) family, and with both parents living. These young girls spent 10 years learning their duties, 10 years performing those duties, and 10 years teaching the younger vestals. After this time, vestals were permitted to return to private life and even marry if they wished, but vestals were treated with such dignity that few women left the temple when their years of service were complete. The people so respected these women that they left their wills, and sometimes their life savings, with them for safekeeping. These priestesses were also honored with the best seats at the Colosseum and the theater, and, if their path crossed that of a condemned criminal on his way to execution, they could pardon his crime and free him from imprisonment.

1. Can any citizen of the United States pardon or free criminals convicted of crimes?
2. In both the Roman Catholic and the Buddhist communities young girls sometimes choose to become nuns. They dedicate their lives to medicine, education, working with the poor or needy, or to contemplation. What similarities do you find between the Vestal Virgins and these modern-day nuns? (You may have to wait until you visit the Temple of Vesta to find out what duties the Vestal Virgins performed.)

*Stopping at this shrine gives you a Vestal Virgin Pardon Card that will free you from the Tullianum Prison if you land there. See your teacher to collect this valuable card.*

# Candidatus Card

## REGIA

This building was the palace of the early kings and later of the pontifex maximus, who served as the head of the Roman religion. One of the most important ceremonies that took place in Rome was Equus October. This was a festival that ended with a great horse race on the Ides of October—the 15th. This festival was a kind of thanksgiving and a purification for a returning army. At the end of the horse race, the priests of Mars seized the winning horse and decapitated it at the finish line. They divided the blood into two parts, one to be poured over the altar of the Regia and the other half to be used by the Vestal Virgins for purification ceremonies throughout the year. The Regia also housed a shrine for the god Mars, who served the Romans as a god of agriculture and a god of war. His sacred arms—shields and spears captured from enemy troops—were displayed in the Regia. Mars had two months sacred to him—March (named in honor of him) and October (when military campaigns ended for the year).

1. If March is named in honor of Mars, for whom or what are the other months of the Roman year named:

| | | |
|---|---|---|
| Martius (March) | Quinctilis later Julius (July) | November |
| Aprilis (April) | Sextilis later Augustus (August) | December |
| Maius (May) | September | January |
| Junius (June) | October | February |

2. Who was the pontifex maximus?

# Candidatus Card

## TEMPLE OF JULIUS CAESAR

Today only ruins remain of this temple dedicated to the memory of the most famous Roman of all. Among these ruins is a platform called the Altar of Caesar. Here Mark Antony delivered his funeral oration in honor of the dead Caesar. The original words of Antony have been lost, but the poet Shakespeare created a speech for Antony that might be close to what he actually said:

> "Friends, Romans, countrymen, lend me your ears;
> I come to bury Caesar, not to praise him.
> The evil that men do lives after them.
> The good is oft interred with their bones."

Also found in the temple were the "rostra" (beaks) which Caesar's grand-nephew, Octavian, took from the ships of Antony and Cleopatra after the Battle of Actium. Caesar was assassinated because many Romans felt he was trying to destroy the republic and make himself king. Though Caesar does not succeed in becoming *rex* (king), his kinsman, Octavian, became Rome's first *imperator* (emperor).

1. By researching Julius Caesar, give at least one example of "the evil that would live after Caesar," and one example of the "good that might be interred with his bones."

# Candidatus Card

## ROSTRUM

This was the platform from which important Romans made political speeches to the people. The name rostrum comes from the Latin *rostra* or beak. These were the bronze prows of ships captured in battle. The Romans displayed them on this platform to demonstrate their power and might. Statues and columns commemorating other important events also adorned the Rostrum. Julius Caesar moved the Rostrum from its original site and placed it where it stands in the Forum. Romans could deliver political speeches in the Forum in two other places—platforms in front of the Temple of Castor and Pollux and in front of the Temple of Julius Caesar.

1. Romans spoke from the Rostrum to argue the important events of the day. Choose an important issue facing your school and prepare a two-minute speech. Or imagine your school just received one million dollars to be spent as *you* decided. How should the money be spent? Remember, your speech should persuade your classmates to follow your point of view or plan.

# Candidatus Card

## TEMPLE OF CONCORD

Remember your readings about the struggles between the patricians and plebeians for control of the Roman government. The plebeians forced the patricians to share power by threatening to leave Rome or refusing to serve in the army. This was a very effective strategy, and the patricians always seemed to give in when the plebeians threatened to leave. Around 400 B.C., the plebes again threatened to leave Rome. By allowing a plebe to become one of the two Roman consuls, the patrician Senate showed that it was willing to share power with the plebes. Satisfied to get part of what they wanted, the people agreed to remain Roman citizens. To celebrate this solution to the problem, the Romans built the stately Temple of Concord in the Forum.

1. What does the word "concord" mean? How can it be applied in this situation?
2. In any "concord," you must give up something to get something. Can you think of any examples of this kind of concord in your life?

***Extra denarii:*** Clip out an article giving an example of this kind of concord in today's world.

# Candidatus Card

## TEMPLE OF JANUS

Janus, the god with two faces, was one of the most important to the Roman home. This ancient god watched over all entries and exits, beginnings and endings. The doors of most Roman temples were usually closed. These doors were opened only on days dedicated to that particular god or goddess or on special occasions. But the Temple of Janus was different. During times of war, the doors to his temple were left open. The fact that these doors were only closed three times during all of Rome's history tells us something about the Romans. The Romans would say a prayer to Janus at the start of each new day or new enterprise. The Romans did not kneel to pray, but rather remained standing, hands raised and open, the head covered by a fold of the toga. Romans usually delivered their prayers in private but the priests sometimes organized public prayers in times of crisis. Although the Romans borrowed most gods and goddesses from the Greeks and gave them Roman names, Janus was strictly a Roman god.

1. Match the following Roman gods and goddesses with their Greek counterpart:

| | |
|---|---|
| Jupiter | Ares |
| Juno | Hestia |
| Neptune | Hades |
| Pluto | Aphrodite |
| Diana | Zeus |
| Minerva | Hera |
| Vesta | Demeter |
| Venus | Artemis |
| Mars | Athena |
| Ceres | Poseidon |

# Candidatus Card

## CURIA (SENATE HOUSE)

This building was the center of the Forum where most decisions in Roman history took place. Supposedly, Tullus Hostillius, the second king of Rome, built the first Senate building. Originally there were 100 senators but this number grew to 300 during the republic and eventually during the empire increased to a membership of 600 (rarely would all the members be present in Rome to attend a meeting). If those present didn't think they had enough members to conduct business, they shouted "Numera, numera!" (Take the number!) until the presiding officer counted the members present. The Curia had a magnificent hall with tiers of elaborately carved benches curving in a semi-circle. Ex-consuls got the front row; ex-praetors, aediles, tribunes, and quaestors sat in the rows behind them. In the front of the seats stood a platform with a gilded statue of Victory and a small altar. At the beginning of a session, the presiding officer called out, "Bring forth the chickens," and a small pen containing a few chickens was placed on the platform. A small dish of grain was presented to one of the consuls who then scattered the feed within easy reach of the chickens. These fowl, probably starved since the day before, eagerly snapped up the food. This was a sign from the gods that all was well and that "there was no evil sights or sounds" within the Senate Chamber. With this attention to divine affairs taken care of, attention to human affairs began. Senators were given time limits for their debates measured by water clocks—a large vessel filled with water and perforated to slowly empty into a second container. Each water clock took approximately 30 minutes to empty so a time limit of "three water clocks" gave a senator about one and a half hours to speak. When a vote was finally taken, senators were asked stand up and move to the right or left. In a sense they voted with their feet, not their hands. At the end of the session the senators were excused with the words, "Nihil vos moramur, patres conscripti." (We detain you no longer, conscript fathers). The Senate was the central body of Roman government and even after the emperors ended its real power, they continued to preserve its function so that they could rule in the name of the "Senatus Populusque Romanus" (The Senate and People of Rome).

1. How does business in the Roman Senate compare with the United States Senate? Find at least one similarity and one difference.

# Candidatus Card

## TEMPLE OF MARS ULTOR (THE AVENGER)

Next to the Roman Forum is the Augustan Forum built by Augustus after he became emperor. Because buildings and businesses crowded the old Forum and the forum built by Julius Caesar, Augustus decided to build a new Forum to keep his promise to the god Mars. After the death of his great uncle at the hands of assassins, Augustus swore to avenge his death. He promised a huge temple to the god of war, Mars, if he was successful in bringing Caesar's murderers to justice. He met the armies of Cassius and Brutus at Phillipi in Greece and soundly defeated them. This temple was one of the largest and most magnificent in Rome. Augustus imported many Greek artisans to complete it. Inside the temple were statues of Mars and Venus as well as two enormous statues (colossii) of Augustus himself. To protect the temple from the frequent fires that broke out in the nearby neighborhoods or perhaps to hide his beautiful temple from the ugliness of this working class area, Augustus build a wall of fireproof material all around his Forum.

1. Construct a memorial to Julius Caesar that symbolizes aspects of his life—outstanding moments and accomplishments. This could be a sculpture, a poster, a tableau. Be as creative as you can.

# Candidatus Card

## TEMPLE OF VENUS GENETRIX

As the Roman world increased in size, the old Forum became too small to conduct business properly. Julius Caesar began to make some changes. He rebuilt the Senate House, he ordered construction of the Basilica Julia (named for his family), he ordered the laying of black marble paving called the "Lapis Niger," and he began construction of a new Forum right next door to be called the Julian Forum. Now the land upon which this new Forum was to be built was full of homes and shops. Caesar purchased this space with his own money. Legend says he paid out 100,000,000 sesterces (about four million dollars in today's U.S. currency) merely for the land that his Forum occupies. The buildings he constructed probably cost another 100,000,000 sesterces. The most important building in Caesar's new forum was the Temple of Venus Genetrix. (Remember, the Julian clan believes they descended from Venus and the word *genetrix* means mother.) Inside the temple are statues of Venus, Caesar, and, interestingly enough, Cleopatra. Caesar and Cleopatra had a son named Caesarion. This young boy died mysteriously, probably at the order of Augustus. The two fora (plural) of Caesar and Augustus stand next to the Old Roman Forum.

1. After researching the daily life of Roman women, write a paragraph explaining some aspect you found interesting and illustrate. Examples: Household chores (spinning and weaving), cosmetics, dress, jewelry, education, marriage, legal rights.

# Candidatus Card

## TULLIANUM PRISON

Ancus Martius, the fourth king of Rome, supposedly built this ancient building. It was really little more than a well dug into the damp earth with an upper and lower compartment. A rope in its roof was the only access to the lower compartment where prisoners were kept. The Tullianum Prison was not for ordinary criminals. In fact, only dangerous enemies of the state were confined or executed within its walls. The Numidian king, Jugurtha, who rebelled against Rome, starved to death in the lower dungeon. Publius Cornelius Lentulus Sulla, who conspired against the republic, was strangled in the upper chamber. Moreover, if legends can be believed, during the days of the Christian persecutions by Emperor Nero, St. Peter himself was kept here in chains before being taken out and crucified on Vatican Hill. Though these punishments seem harsh, it's important to realize that capital punishment of Roman citizens was extremely rare during the republic.

***Instructions:*** You lose _____ denarii and _____ votes. You may redeem a VESTAL VIRGIN PARDON CARD instead of losing denarii or votes. See your teacher.

# Candidatus Card

## TABULARIUM

This building was the State Archive or Roman record house. All important government papers were kept here. Romans kept their many personal records on tablets, called *tabulae.* These were rectangular wooden tablets with raised edges, spread with a thin layer of wax upon which someone could write with a *stilus,* a thin rod of ivory or metal sharpened at one end. Through holes along one side of the tablet, a small cord was passed to bind two or three wooden tablets together, forming a small book of wooden pages. For official or public documents, the Romans used papyrus. They would wrap or wind *(volvere)* long pieces of papyrus around a baton of bone or wood. The end of the book was fastened to the baton first, so that once the document was wound up, the beginning would appear as the reader unrolled the scroll.

1. Using classroom materials, create your own version of a Roman scroll book for demonstration purposes. Make sure the book contains some official record for your gens—birth certificates, financial records, family tree, etc.

# Candidatus Card

## MILIARUM AUREUM—"GOLDEN MILESTONE"

Close to the Rostrum stands a tall stone pillar coated with bronze. When polished, the bronze shines like gold causing this column to be called the Golden Milestone. Augustus Caesar, the first emperor, ordered it built to measure distances between Rome and her provinces. On the column are inscribed the names of all the great highways leading out of Rome and the number of miles to the important cities on the route. It was a street signpost for the entire empire. "All roads lead to Rome" and meet at the golden milestone. This single column was in some ways the "navel" of the Roman world.

1. Construct a golden milestone of your own for your school. Find a central location on the school grounds from which to measure distances. Decide what unit of measurement you will use—yards, foot lengths, or some new measurement (e.g., a Julian leap frog) and determine the distances of the most important locations—principal's office, cafeteria, gym, your classroom, etc.—from this central location.

# Candidatus Card

## TEMPLE OF JUNO

On the northeast corner of the hill rose the Temple of Juno Monetera, Juno the Monitor or Guardian. During the early days of the republic, barbarians from the north, called Gauls, attacked Rome. They tried to capture the Capitoline Hill by climbing the steep unguarded cliff where this temple is located. However, the sacred geese, who lived in this temple, set up such a loud cackle that Marcus Manlius, a brave Roman, awoke and gave the alarm and the Gauls were unable to capture the fortress. This temple was also the home of the Roman mint.

1. Juno was the goddess of marriage. One of our months is named in her honor. Which month is this and what is the connection between marriage and that month?

2. Find an English word that comes from Juno's title *monetera* and has something to do with a mint. (Make sure you have the right meaning for mint.)

# Key: CANDIDATUS CARDS - 1

### Temple of Jupiter

1. Jupiter was the king of the gods and the god of the sky.
2. His sacred symbol was the thunderbolt and he was called Jupiter the Thunderer.
3. English words like optimum, optimist, maximum, and maximize are derived from these Latin terms.

### Temple of Saturn

1. Tuesday is named for Tyr, Norse god of war; Wednesday for Woden or Odin, king of the Norse gods; Thursday is Thor's day, Norse thunder god; and Friday commemorates Frigga, a Norse Venus.
2. Christmas/birthday—giving of gifts and parties; Thanksgiving—grateful for or hopeful of good harvest.

### Basilica Julia

1. Students should make the connection between style of architecture and political/social functions of Roman and American buildings:

| | |
|---|---|
| Supreme Court Building | Basilica Julia |
| White House | Regia |
| Jefferson Memorial | Temple of Vesta |

Students should be able to recognize similarities in architectural style between Greco-Roman and American classical.

### Temple of Castor and Pollux

1. Some examples are Washington Monument, Lincoln and Jefferson memorials, Statue of Liberty in New York Harbor, Statue of Freedom on the Capitol Dome, and various military memorials.
2. Answers will vary. Issue VOTE CARDS according to effort and clarity of response.

### Temple of Vesta

1. American symbols include the Eagle, the Statue of Liberty, and Uncle Sam. While Uncle Sam is of relatively recent origin, the Eagle and Liberty are examples of classic Roman symbolism.
2. Fire has long been a symbol of purification. Vesta was the goddess of the hearth and what better symbol could the Romans have found to represent their state than the "hearth fire," where every family gathered to celebrate their heritage. This eternal symbol was an extremely important one and the Temple of Vesta was central to Roman life.

### Temple of Apollo

1. Using the card catalog, students may ***not*** find Apollo. They will probably have to look up Mythology to find Greek and Roman gods. The call numbers for Mythology are 291 and 292.
2. This naval battle took place at sea near the promontory of Actium, off the northwestern coast of Greece. Students would need to obtain a general location for the battle in a history text and then, using an atlas, pinpoint its location.

### House of the Vestal Virgins

1. The president of the United States and the various state governors have the power to pardon criminals and to "stay" their executions.
2. The vestal virgins' primary function was to tend the sacred fire in the Temple of Vesta. They did not perform the same kinds of social services provided by modern-day nuns.

***Note:*** Issue a VESTAL VIRGIN PARDON CARD for correct responses to this card. Issue denarii also, if you wish.

### Regia

1. Martius (March): Mars, god of sowing
   Aprilis (April): Sprouting
   Maius (May): Maia, goddess of fertility
   Junius (June): Juno, goddess of marriage/thriving
   Quinctilis, later Julius (July): quinc=fifth month, later for Julius Caesar
   Sextilis, later Augustus (August): sex=sixth month, later for Augustus
   September: seperat=seventh month
   October: octo=eighth month
   November: novem=ninth month
   December: decem=tenth month
   January: Janus, god of beginnings/endings
   February: februa, magical objects of purification
   The year was called "annus," ring, as if to say there was no beginning and no ending.
2. The pontifex maximus was the chief of all the priests in Rome. From the time of Augustus, the emperor always held this position.

# Key: CANDIDATUS CARDS - 2

### Temple of Julius Caesar

1. The evil has to do with Caesar's attempt to become sole ruler of Rome. His supporters felt this one-man rule was preferable to the civil wars that had raged throughout the first century B.C. His opponents saw an end to the republic and their own ambitions. Caesar accomplished many good things. He built temples and libraries around the Forum. He authorized altering the course of the Tiber River to stop flooding. He attempted to reorganize the Roman calendar to make it more accurate, and changed the name of the fifth month, Quinctilis, to Julius in his honor.

### Rostrum

1. Answers will vary. Students should either hand in a written text of their speech or you may wish to have them deliver it to the class as an oration exercise. Issue VOTE CARDS according to the strength of their argument.

### Temple of Concord

1. Concord means "agreement." The patricians and plebeians were able to agree about who would rule Rome.
2. Hopefully, students will find several examples of compromise or agreements in their own lives, both at school and at home.

***Extra credit:*** Students should deal with examples of all kinds of agreements ranging from simple compromise to demonstrations, strikes, walkouts, boycotts, and the like.

### Temple of Janus

1. Jupiter (Zeus), Juno (Hera), Neptune (Poseidon), Pluto (Hades), Diana (Artemis), Minerva (Athena), Vesta (Hestia), Venus (Aphrodite), Mars (Ares), and Ceres (Demeter).

### Curia (Senate House)

1. *Similarities:* Seating is by seniority. There are presiding officials. Sessions open with a prayer (but without the chickens). Speeches and debate are accepted methods of conducting business.

   *Differences:* United States senators can filibuster with no time limits on speeches. Voting is done individually by voice whereas the Romans voted with two feet—moving either to the left or to the right to indicate their vote.

### Temple of Mars Ultor

1. Answers will vary. Issue VOTE CARDS according to effort and inventiveness as well as how well the gen symbolizes the life of Julius Caesar. You may wish the gen to make a class presentation and justify their work with historical information.

### Temple of Venus Genetrix

1. Answers will vary. Issue VOTE CARDS according to completeness and effort of response.

### Tullianum Prison

See card for instructions. A VESTAL VIRGIN PARDON CARD may be redeemed in lieu of denarii and VOTE CARDS.

### Tabularium

1. Answers will vary. Issue VOTE CARDS according to the gen's effort and number of records it includes in its scroll.

### Miliarum Aureum—Golden Milestone

1. Responses will vary. Issue VOTE CARDS according to the effort demonstrated by the gen.

### Temple of Juno

1. June is a popular month for weddings. June brides are supposedly sure to have happy marriages under the protection of Juno.
2. English words such as "money" and "monetary" derive from Juno's title and a mint is where money is coined or printed.

# AUGURES CARDS - 1

**Instructions:** Augures were priests who interpreted the will of the gods by observing certain signs such as the flight and song of birds, thunder, and lightning. Thus, the following Augure Cards are representative of how "Fate" affects a person. When a gen lands on a numbered square, read the Augure Card bearing that number. Tell the gen it must record the denarii effect on its DENARII BALANCE SHEET. ***Note:*** *As teacher, you are the "Augure" as you read these "cards."*

I A flock of ravens were seen cawing near the statue of your ancestor in the Forum. This is bad luck. You lose 5 denarii.

II After the thunderstorm last week, a rainbow seemed to end at the Temple of Concord. This is extremely fortuitous. You are awarded 10 denarii.

III A farmer on your country estates announces the birth of a two-headed lamb. This is extremely unlucky. Lose 10 denarii.

IV Your grapes have withered on the vine. Ceres, goddess of agriculture, must be displeased with you. Lose 5 denarii.

V You have brought your prize pig to the temple as an offering. The altar fire burned brightly as the priests offered your sacrifice to the gods. This is a good omen. Receive 5 denarii.

VI Your chariot team won at the races today. You must reward your driver very handsomely. Lose 5 denarii.

VII Your father has been made governor of Egypt, the richest province in the empire. He makes you a gift of 10 denarii.

VIII You caught a cold while exercising on the Campus Martius. You seek the assistance of a Greek physician. He supplied herbs for you to take and pronounced a special prayer for you. His charge is 5 denarii.

IX Coming home from your estates across the Tiber, a fox crosses your path. This is extremely unlucky. Lose 5 denarii.

X The Romans celebrated many holidays throughout the year. These days were considered lucky. If today is an even day, receive 5 denarii; if not, lose 5 denarii.

XI Romans believed that the future could be determined by tossing coins. If the coin landed with the face of the emperor up, it was a very good omen. Toss a coin of your own. If it lands head up, receive 5 denarii; if not, lose 5 denarii.

XII You have been cruel and your personal household slave has run away. You must go to the Slave Market to purchase another. Well-trained slaves are expensive. Lose 10 denarii.

XIII You pay your slave a wage. He has put a down payment on his freedom. Receive 5 denarii.

XIV Your warehouses along the river catch fire. Many expensive products from the provinces are lost. Lose 5 denarii.

XV Pirates attack your fleet of merchant vessels in the Adriatic Sea. The Roman navy comes to your assistance. Pay the captain of the rescuing ships 5 denarii.

## AUGURES CARDS - 2

**XVI** Your wife decides to redecorate your villa. Artists are called to paint frescoes and tile your atrium with mosaics. Pay 5 denarii.

**XVII** You are discovered to be part of a conspiracy to place Caesar on the throne. The Senate imprisons you in the Tullianum Prison. Use your VESTAL VIRGIN PARDON CARD to get out of jail. If you don't have one, pay 10 denarii.

**XVIII** Your lawyer has won a judgment in court. You win 5 denarii.

**XIX** During the thunderstorm last week, the priests saw lightning coming from the left (fulmina sinistra). This is considered a very good sign. Receive 5 denarii.

**XX** The astrologers have consulted the stars about your future. The planets are aligned in your favor. Collect 5 denarii.

**XXI** At the public baths, you overhear some very important information about your rival for office. He is accused of taking bribes. You denounce him to the praetors (judges). Receive 5 denarii.

**XXII** You are a very powerful patron. Your clients petition you for food and money. You know a patrician is judged by the number of clients he has. You must keep them happy. Pay 10 denarii.

**XXIII** Mount Vesuvius erupts, burying one of your pleasure villas. This is a terrible loss. Lose 10 denarii.

**XXIV** Your daughter has made a favorable marriage with a powerful gen. Her dowry must reflect your prestige and power. Pay 10 denarii.

**XXV** Your son has made a brilliant marriage with a wealthy gen. The girl's dowry is unbelievable. Receive 10 denarii.

**XXVI** You throw a lavish banquet for the senators. They are very impressed and honor you with the name "Superbus." Collect 5 denarii.

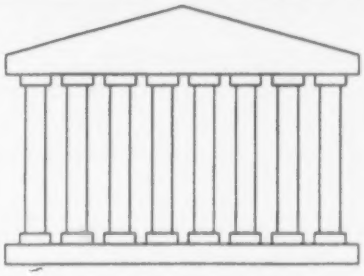
**XVII** The Sacred Hens gobble down every piece of dumpling presented to them by the pontifex maximus. This is a wonderful sign that your enterprises will prosper. Collect 5 denarii.

**XVIII** Gambling was a popular pastime for Romans. You try your luck. The goddess Fortuna frowns on you. You lose 5 denarii.

**XXIX** Your son has completed his education. Your friend wishes to buy that expensive Greek slave who tutored your son. Knowing your friend will be a kind master, you sell him the slave, but the slave runs away and is killed. Lose 10 denarii.

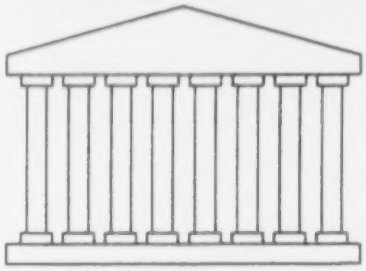
**XXX** The flocks on your country estate produce a great amount of wool this year. Every well-bred Roman man wears a toga of pure white wool. You make enormous profits. Receive 10 denarii.

# Vote Card



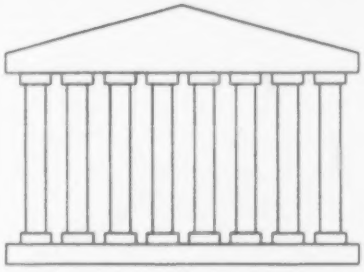
This card entitles the bearer to one vote for the office of Roman Consul.


# Vote Card



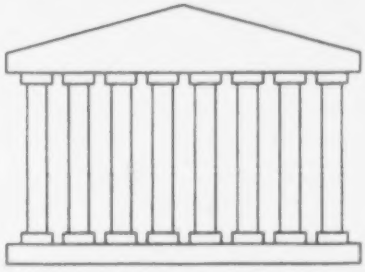
This card entitles the bearer to one vote for the office of Roman Consul.

# Vote Card



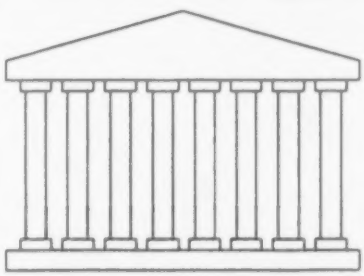
This card entitles the bearer to one vote for the office of Roman Consul.

# Vote Card



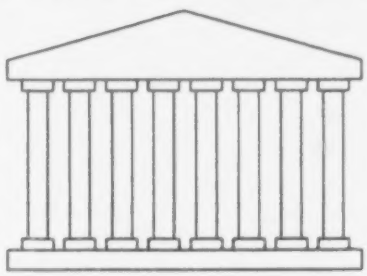
This card entitles the bearer to one vote for the office of Roman Consul.

# Vote Card



This card entitles the bearer to one vote for the office of Roman Consul.

# Vote Card



This card entitles the bearer to one vote for the office of Roman Consul.

# Vestal Virgin Pardon Card

***Get out of Tullianum Prison Free!***

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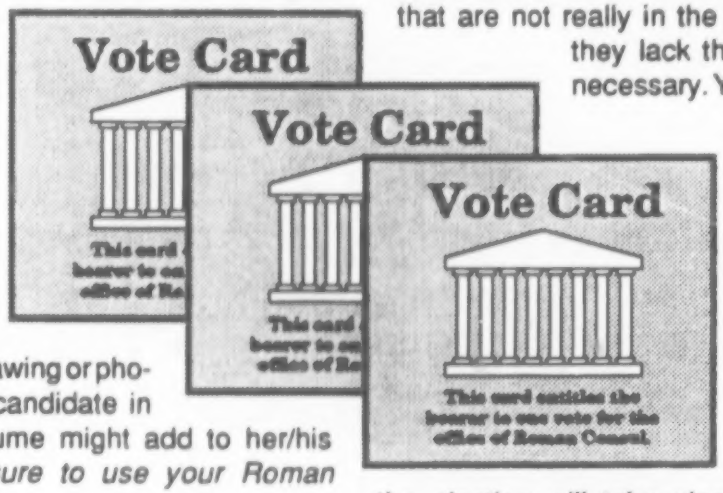
# Vestal Virgin Pardon Card

***Get out of Tullianum Prison Free!***

# ELECTION RULES

**Introduction** Now that you have finished the Forum of Roma gameboard activity and collected your denarii and VOTE CARDS , your team will select one candidate to run for the office of consul. Keep in mind the qualities necessary for a good candidate, and that the person your gen selects will need to make a speech in front of the class. Choose someone whom you think will represent your group well.

**Preparing a campaign** Once you have selected your candidate, your gen must prepare campaign materials: posters, slogans, buttons, chariot stickers, etc., for display in the classroom. Be as creative as possible as you use your knowledge of ancient Rome. A candidate might be known as "Honorable as Brutus" or as "Courageous as Horatius." A drawing or photograph of your candidate in full Roman costume might add to her/his charisma. *(Be sure to use your Roman names.)*




**Speeches** On a day set by your teacher, your candidate will need to be prepared to deliver his/her oration in front of the full Senate (class). These speeches should address a topic of interest and concern to the class. Roman orators would have discussed problems or dangers facing the Roman Republic, so perhaps you might select a serious problem facing your school, your community, or our nation. ***(Examples:** substance abuse, environmental issues, school rules, dress codes, homework policies, bicycle safety, rights of minors, racial relations.)* Remember that while speeches are being delivered, you should be a good audience by listening and showing appreciation for the efforts of all the speakers.

**Negotiations** After the speeches have been delivered, your gen should meet to calculate all your VOTE CARDS and denarii. You will have 15 minutes to collect as many VOTE CARDS as possible by trade, negotiation, purchase, or "bribe." Keep in mind that in order to win the election, your gen must have the most VOTE CARDS . You may wish to purchase votes from the other gens using your denarii, or you might be able to arrange some sort of a deal with one or more gens that are not really in the running because they lack the VOTE CARDS necessary. You might consider whatever means you can to get the VOTE CARD that you need—as long as your teacher has approved your tactics.

**Election** After the time is up, the election will take place: each gen will announce its candidate and the number of votes it has managed to collect for that candidate. The two candidates with the largest number of VOTE CARDS will be declared consuls for the simulation. The winners of this election, and thus the Via, will receive the Coronae Muralis worth 200 points. Even if one of their members is not elected consul, all gens satisfactorily completing this Via will receive 100 denarii for that effort.

*Congratulations and celebrations are certainly in order!*

# ROMAN SENATE - 1

## Why did the Roman Republic fail?

**Background** After 146 B.C. the Roman Republic was the most powerful state in the Mediterranean region. Her territory included Sicily, Spain, Macedon, Greece, and the home provinces of Carthage (modern-day Tunisia). In the following 25 years, Rome conquered southern Gaul, and the king of Pergamum (in modern Turkey) bequeathed his kingdom to Rome. After his death, it became the Roman province of Asia. As Rome grew, a number of new problems began to plague the republic.

**Roman Senate re-creation** Even though the old constitution and the simple agricultural economy of the republic kept the Romans from effectively dealing with the following problems, your task is to re-create the Roman Senate of the time to see if your gens—with the hindsight of almost 20 centuries—can come up with solutions. Follow these steps:

1. The newly elected consuls will assign each gen one of the six problems facing the Roman Republic (some problems may be assigned twice).

2. Each gen should then prepare a solution on which the Senate will vote.

3. After the gens are finished, the consuls will conduct short debates, allowing four speakers only—two for and two against—on each topic before taking a vote. (Remember that under the Roman constitution, the Senate could "advise" only, with the consuls making the actual decisions. But also remember, one consul could veto another.)

4. Each gen will receive 25 denarii for preparing a solution and a 25 denarii bonus if the consuls agree to implement it. Also, each speaker will receive up to a 10 denarii bonus for his/her gen. (After each speech, look at your teacher who, acting as the power of the Roman gods, will indicate what the speech is worth by raising from one to 10 fingers.)

## Problems of the Roman Republic

**Governing new territories** Rome had inherited a vast territory that needed to be governed. The members of the Senate had little experience with this situation and gave their appointed governors too much power. Many of these governors robbed their provinces twice—once for the Roman treasury and once for their own personal fortunes.

**Rewarding Italian allies** Rome's Italian allies came to the republic's assistance during the great war with Hannibal. Afterward, they wanted full citizenship and a share of the new wealth pouring into Rome. While these territories did not receive as unfavorable a government as many provinces, officials from Rome did not treat them as they desired.

**The latifundia** Soil exhaustion and the heavy damage caused by the wars made much of Italy unfit for raising grain. Rome now got her grain from the old Carthaginian territories in Africa and Spain. Italian grain fields were converted to vineyards, orchards, and pastures which were organized into "latifundia," large estates owned by the wealthy patrician class. Farmers, who had previously worked the small farms, lost their lands and flooded into the cities.

**Dealing with slavery** Slaves who were captured as a result of foreign wars flooded the labor market. Any Roman who could afford to feed them could have as many as he pleased. More than 250,000 were captured in the first half of the second century B.C. Slaves worked the great estates, and large numbers of independent farmers lost their lands and jobs. They

flocked to the cities and towns where they were unwelcome and soon became part of the restless Roman mob. Despite all the war losses, 500,000 people lived in Rome by the middle of the second century B.C.

**Rise of the equites** National wealth had doubled or tripled. Raw materials poured into Italy from conquered lands, and manufactured goods poured out of Rome into the provinces. A rising class of business promoters, the *equites* (middle class), became enormously wealthy. The name comes from the word equites or knights on horseback because they had the money to equip themselves for service in the cavalry, the most costly branch of the army. Taking advantage of old laws that prevented the patricians from engaging in trade, this new class launched many commercial ventures. While this new class of Romans did not have much political power, they used their great wealth to influence the government. The Romans began to engage in expensive programs of public works: canals, aqueducts, roads, and bridges. Life should have improved, but in essence the rich got richer and the poor got poorer.

**An oligarchic government** Rome was still a republic, but in reality it was an oligarchy (government by a few) ruled by 300 aristocratic senators. Elected for life, they eventually replaced the consuls, tribunes, and the Popular Assembly as the real power in government. The officials and assemblies continued to meet but the Senate made all important decisions. It controlled military appointments, the treasury, the judiciary, public contracts, foreign trade, and nearly every aspect of political and economic life. This enormous accumulation of power had to lead to revolution. The people had no resources to challenge the Senate, and the Senate had no sense of real responsibility to the people. It fed and entertained the mob with bread and circuses. To keep the people in a good humor, the Senate increased the number of yearly holidays and provided games, dramatic performances, and gladiatorial shows. Candidates for office provided additional celebrations for free. This gift of "bread and games" insured that the people would behave.

## Aftermath: Where did the republic go?

**Persistent problems** The problems did not go away. Instead they only got worse and the government finally was unable to solve them at all. Gradually, three groups began to control the political life of the republic:

- The **equities** had no political power but had enough wealth to influence government. This group of businessmen wanted Rome to continue to grow so they could control the overseas markets, the profitable military contracts, the buying and selling of slaves, and the chance to collect more taxes and tribute.

- The **conservative** senators (**the "optimates—the best people"**) wanted no changes in the political system. They felt the members of the patrician class should continue to rule Rome as their own personal responsibility.

- The **liberal** senators (**the "populares—supporters of the people"**) wanted the republic to become more democratic and to reform the unfair land ownership and political power that existed at that time.

The power in the Senate shifted back and forth between the optimates and the populares until finally the system became dominated by individual men less concerned with their principles and more concerned with their own personal power. The power of these men, most often generals, rested in their control of the army and on their ruthless use of military force. The last

100 years of the Roman Republic was a century of political eruptions resulting in civil war, chaos, and militarism which finally resulted in dictatorship and one-man rule. This process of change that ended the republic and produced the empire was a result of many phases of change.

**Civil wars and the death of the republic** In a series of civil wars, various Roman leaders battled for control of the state. The entire conflict, lasting more than 100 years, finally wrecked the Roman Republic and its many democratic features. An absolute monarchy, the Roman Empire, finally replaced the republic in 27 B.C.

## Seven phases of the Roman republic

Study the following phases to understand how this happened. On your own paper, still imagining yourself to be a senator during each phase, write a response to the question below each phase. (Turn in this paper to your teacher for a 10 denarii award.)

- **Phase I: The Gracchi Brothers** Around 133 B.C. two patricians—Tiberius Gracchus and later Gaius Gracchus—who favored the common people were elected tribunes. They managed to enact laws in the Assembly that returned to the landless Romans the public lands unfairly taken by the patrician class. Gaius also planned to take away much of the Senate's power permanently and weaken the patrician rule. Tiberius was killed in riots led by senators who were against him and Gaius committed suicide rather than suffer the same fate.

  ***Question:*** Keeping in mind that your gen is in the patrician class, would you have supported Tiberius and Gaius, or would you have participated in their "removal"? Justify your answer.

- **Phase II: Civil War—Marius versus Sulla** Around 88 B.C., two generals—Gaius Marius, the champion of the people, and Cornelius Sulla, the senatorial leader—fought for control of Rome. Their battles killed thousands of soldiers and citizens. They both illegally brought their armies into Rome and attempted to seize personal power for themselves. Marius died suddenly and Sulla seized power, temporarily restoring the Senate and eventually becoming dictator of Rome.

  ***Question:*** Which general would you have supported, and why?

- **Phase III: The First Triumvirate** After Sulla's retirement, a number of men struggled for power. Realizing there was strength in numbers, three of these men—Gaius Julius Caesar, a popular leader with the Roman people; Gnaeus Pompey Magnus, a famous general; and Marcus Licinius Crassus, a wealthy patrician—formed an alliance. This political union enabled the three men to control Rome.

  ***Question:*** Knowing that three such powerful men would not likely remain happy with such an arrangement, which one would you have supported, and why?

- **Phase IV: Civil War—Caesar versus Pompey** With the unexpected death of Crassus, war broke out between the remaining two partners, Caesar and Pompey. In 49 B.C. the Senate, fearing Caesar's rising popularity and power, ordered him to disband his army. He refused, crossed the Rubicon River, and invaded the province of Italy. Caesar defeated Pompey's armies and became dictator of Rome for life.

  ***Question:*** Which leader would you now support, and why?

- **Phase V: Julius Caesar** After the elimination of Pompey, Caesar set out to establish his control. Allied with Cleopatra, queen of Egypt, he returned to Rome and ruled as a king, although careful not to call himself such and keeping the republican form of government. Caesar had big plans to establish a more stable government, reform provincial rule, provide land for the poor, and beautify the city. But he never had time. In 44 B.C. a group of conspirators, some envying his power and others hoping to restore the republic, assassinated Caesar in the Senate House on the Ides of March.

  ***Question:*** Would you have joined the conspirators, or would you have warned Caesar? (You may want to read Shakespeare's play, *Julius Caesar*—or at least part of it—to get a "feeling" for this event.)

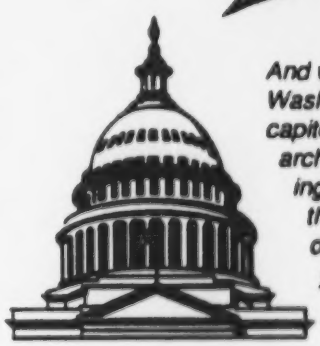
- **Phase VI: The Second Triumvirate** Although Caesar had chosen his 18-year-old nephew Octavian as his heir, a scramble for power occurred much like that following Sulla's retirement. Marcus Antonius, a general, and Marcus Aemilius Lepidus, an ally of Caesar, joined with Octavian to form the Second Triumvirate in 43 B.C. Gradually, however, Lepidus' power dwindled, and Octavian and Mark Antony divided the Roman world. Antony, having fallen in love with Cleopatra of Egypt, took the east, and Octavian, remaining in Rome, took the western portion.

  ***Question:*** Would you have joined Antony or remained with Octavian? Why?

- **Phase VII: Civil War—Antony versus Octavian** The Roman Senate, under the influence of Octavian, declared war on Antony and Cleopatra. In 31 B.C., in a great naval battle at Actium in Greece, Octavian defeated the combined forces of the two lovers. The following summer he captured Alexandria, the capital of Egypt. Realizing that they could not escape, Antony and Cleopatra committed suicide. The civil wars had finally ended, but so had the republic.

  ***Question:*** Given all the problems of the Roman Republic, would you now vote for Rome to become an "absolute monarchy" wherein the king becomes a dictator for life?

*Do your best while writing answers to these challenging questions.*



*And when you are in Washington—or your state capitol—pay attention to the architecture of the buildings and the structure of the legislative branches of the government. Do you see any Roman influence on either?*

# GUIDELINES/DAILY DIRECTIONS - 1

Via III: Temple of Apollo

## Via III: Temple of Apollo

Via III provides a break from the intensity of the previous Vias by allowing students to demonstrate their artistic skills while applying what they learn about the Roman arts. Student groups will have opportunities for making choices about the kinds of application activities they will pursue. Now will also be the time for beginning a long-range investigation into a famous or infamous historical Roman figure of their choice.

## Before the simulation begins

1. Assemble resource materials. See each day's directions.

2. Duplicate the following items:
   - TEMPLE OF APOLLO (one per student)
   - APOLLO'S LIBRARY (one per gen)
   - ROMAN THEATER (see Choice #1 for instructions)
   - ROMAN PROVERBS (see Choice #2 for instructions)
   - MYTHOLOGY MIRRORS (see Choice #3 for instructions)
   - LIFE-SIZERS (one per student)

### Day 1

1. Distribute TEMPLE OF APOLLO. You will probably want to make this a homework reading assignment unless you have less capable students, in which case you might read this handout aloud. In either case, ask students to summarize quickly and discuss as a check for understanding.

2. An option is to use an appropriate film or filmstrip to introduce this Via's emphases.

3. Finish your introduction with the TEMPLE OF APOLLO handout by asking students to write a paragraph explaining this statement which ends the essay exam question: "All Roman statues cast a Greek shadow."

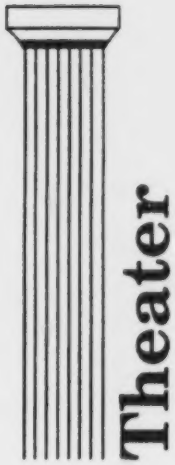
### Days 2-3

1. Distribute APOLLO'S LIBRARY—a set of three activities that give the gens a chance to consider three choices.

2. Assign or have each student group select *one* of the three choices.

3. Allow students about two days during class to complete their projects, and one to two days for the presentation of all the projects.

4. Follow these directions for each individual activity.




**Choice #1: Roman Theater**

a. Distribute the first two pages of ROMAN THEATER to the two gens that have selected Choice #1. Explain that there is a choice of two plays.

b. Assign or have gens choose *one* of the plays. Duplicate enough copies of each play for the characters. You may need to review the activity directions to make sure that students understand their task.

c. Provide materials for them if they are going to make props and scenery. Also, you might suggest simple costumes to make the play experiences richer.

**Choice #2: Roman Proverbs**

a. Distribute ROMAN PROVERBS to the gens that have selected Choice #2.

b. Provide students access to a book on *Aesop's Fables* or other short fables. Another good resource is *Fables* by Arthur Lobel. You may wish to help them by reading a fable aloud and discussing its lesson and the proverb that is derived from the story.

c. Tell them that instead of pieces of glass or colored stone, they will use colored construction paper to simulate the Roman mosaic art form. (If you have scraps of colored paper, that works best. Glue sticks are also easy and not too messy.) Although we have included one example of Roman mosaic art (IV:XVI), it would be helpful to have a book available which shows a number of mosaics in color.

d. Allow gen pairs class time to select their fable and to plan and execute their mosaic.

# GUIDELINES/DAILY DIRECTIONS - 3

**Choice #3: Mythology Mirrors**

a. Distribute MYTHOLOGY MIRRORS to the gens that have selected Choice #3.

b. Have each pair choose one god or goddess to illustrate and relate to a modern situation. For instance, as mentioned in the students' activity directions, if Venus were alive today, she might be interpreted as a star performer singing a love song.

c. Provide materials such as butcher paper and markers for this activity, as well as class time for students to plan and complete the project together.

**Day 4** (or later)

1. Distribute LIFE-SIZERS handout with the list of historical figures to each student.

2. Have students select *one* figure to be their "guest" at the Roman Banquet. Make sure each student selects a different figure. (You may wish to make an overhead transparency of the list instead and take class time for student selections.)

3. Provide butcher paper for students and class time for them to help each other draw their silhouettes.

4. Assign the remainder of this activity as an individual homework project.

5. Give students some idea about when the Banquet will be staged so they know when their Life-Sizer should be completed and brought to school. At that time plan to provide somewhere—like the edge of a chalkboard or a wire hung along one wall of the classroom—to hang the Life-Sizers as students bring them into class.

> "Although we [Romans] conquered Greece, she conquered us. She brought Art to rustic Rome."
> —Horace

Most historians would agree with Horace, who was a well-known Latin poet. With the destruction of the city of Corinth in 146 B.C., Roman armies had proven that they were militarily superior to the Greeks. Nevertheless, when every statue and artifact in the conquered city was carried off to Rome to adorn public buildings and private homes, it proved how much the Romans admired Greek art. The combination of Greek culture and Roman life was a powerful one and still influences us today.

The resulting culture is often called Greco-Roman because the Greek influence on later Roman works was so overpowering. The Greek statues and works of art brought back by the victorious Roman armies were used as models for Roman copies. Just as the Romans adopted the Greek gods and modified them to suit their purposes, they also borrowed the Greek style of sculpture and painting, simply adding Roman images and stories to the Greek models.

## Literature

The Romans were slow in developing a literature of their own. Roman writers turned to the Greeks for inspiration. If Homer had not already composed the *Iliad* and the *Odyssey*, it is doubtful that Virgil could have created the *Aeneid*. That Roman story picks up where Homer's *Iliad* ended. The idea of an epic poem as a national history began in Greece and continued in Rome. Most Roman writers were familiar with Greek models of poetry, history, and drama and often used them in their own works. Plautus and Terence wrote comedies in verse, but these were really only copies of Greek plays. Other famous Roman authors of the republican period include Catullus, Lucretius, Cicero, Sallust, and Caesar. Both Latin and Greek were the official literary languages. Greek scholarship was considered superior and it was fashionable for wealthy Romans to hire Greek teachers for their children and to speak and write in Greek.

During the empire large libraries were constructed in Rome and a very respectable literature was produced by Roman writers. The most famous writer was Virgil, who produced the epic poem *Aeneid*, which told the story of the Trojan War after Homer's *Iliad*. Other writers included Horace, who composed poems using the Greek style called the "ode"; Livy and Tacitus, who wrote histories of Rome; and Juvenal, who criticized Roman society in his satires. Biography was a form of literature used by Suetonius, whose *Lives of the Caesars* tells us all about the early emperors, and Plutarch, who wrote *Parallel Lives*, which compares ancient Greeks with Romans. Ovid and Lucian are two other poets whose works we still read today. *Meditations*, a philosophical work written by Emperor Marcus Aurelius, is considered a fine example of Roman literature.

Although the Romans imitated the Greeks in the field of literature, they produced many masterpieces of their own which are still widely read. Medieval literature was greatly influenced by Latin literature, and for centuries this was the literature studied in schools.

## Architecture

In architecture the Romans also borrowed from others. They first followed the Etruscans. Early temples were constructed of soft sandstone covered with stucco. These structures stood on a stone foundation with a porch in

front of the building. The roof was constructed of wood and decorated with sculpture.

Later, as the Romans became more familiar with Greek architecture, they imitated them. The Roman use of the column to surround temples and to adorn public buildings matched what the Greeks had long done. The Romans, however, were more practical in their use of Greek ingenuity. The Romans used their engineering skills to improve the arch, which they had borrowed from the Etruscans. By 150 B.C. Roman engineers had perfected the use of the dome and invented a new building material—concrete. This long-lasting but lightweight (compared to stone) material enabled the Romans to build huge public works—buildings, stadiums, bridges, and aqueducts. During the republican period, amphitheaters and basilicas (large public halls used for administration of justice) were some examples of architectural efforts. The immense Basilica Julia and Basilica Aemilia in the Forum Romanum were two of the buildings which were donated to the state by the Julius and Aemilius gens.

Few changes occurred when the republic gave way to the empire. Buildings became larger and the statues more abundant, but the nature of Roman architecture remained the same. One exception, the Pantheon, a beautiful temple constructed in Rome, differed from typical Greek temples in a way that made it truly Roman. This temple was not rectangular but round and was topped by a huge dome. Although this temple is uniquely Roman, everywhere else Greek style was dominant.

Ultimately, the Romans surpassed the Greeks in their magnificent system of roads, in their aqueducts, in the use of cement in bridges, in the perfection of their triumphal arches, and in the construction of their enormous public buildings.

## Art

We have little that remains of original Roman paintings except in the city of Pompeii. So swift was the destruction of the city by Mt. Vesuvius, and so perfect was the preservation of the town, that scholars have been able to study the architecture, sculpture, and paintings of that ancient city. According to the evidence in Pompeii, Romans enjoyed the use of frescoes (painting on wet plaster) and mosaic tiles to portray scenes of everyday life and nature throughout their homes. The fresco wall paintings were realistic, colorful, and used Greek designs for inspiration. The mosaic floor decorations started off as black and white designs, using Greek patterns for the borders—waves, the Greek key, woven ropes. Gradually, small cubes of red brick, white limestone, and colored stones were added to decorate Roman mosaics, which moved from the floor to the walls. Eventually, during the late empire, tapestries, carpets, screens, and curtains replaced the fresco paintings and the mosaics as the major decorations for Roman homes.

Many Romans worried that this love of Greek things would weaken the Roman spirit. One of the most outspoken critics of Greek culture was Cato the Elder. Cato never changed in his opinion of Greek culture, but the Romans continued their love affair with all things Greek. Statues, paintings, architecture—the Romans borrowed heavily from Greek culture in all these areas, but managed to create many original works of their own as well.

**Assignment**: After reading the passage above, explain the following statement:

***"All Roman statues cast a Greek shadow."***

# APOLLO'S LIBRARY

**Introduction:** Your gen will do one of the following three activities: Roman Theater, Roman Proverbs, or Mythology Mirrors. Have your chairperson list on a half-sheet of paper your gen name and your preference as to your first and second choices. Your teacher will attempt to give you at least your second choice. Directions for all three activities follow.

## Choice #1: Roman Theater

**Activity directions** Your gen has selected Choice #1—Roman Theater—as your offering to Apollo, patron of the arts. Together you will read about the origins of the Roman theater. You will prepare a short summary of this history to be presented to the class before you proceed with your play presentation. Then you will need to select ***one*** of the short plays provided to perform for your class. Each play has three characters. However, have other members of your group be in charge of props, scenery, and costumes. A director would also be helpful, depending on how many students are in your group. These plays are comedies, so make sure they are amusing!

## Choice #2: Roman Proverbs

Proverbs are short clever and sometimes humorous sayings which reveal some truth about life or a bit of wisdom. Proverbs often use metaphors or imagery to get their meaning across. Mosaics are an artistic form which uses small pieces of colored glass or stone set in plaster that are arranged to form a picture or design.

**Activity directions** Your gen has selected Choice #2—Roman Proverbs—as your offering to Apollo, patron of the arts. Together you will prepare a short presentation for the class about proverbs and mosaics. Then your group will read through some of the fables or proverbs your teacher has provided and select one for each two gen members. On a large piece of paper, each pair makes an outline illustration of their fable or proverb. They should keep it simple with not too many small details. After their illustration is done, they glue small pieces of colored paper onto their "mosaic," following the outlines they've drawn.

## Choice #3: Mythology Mirrors

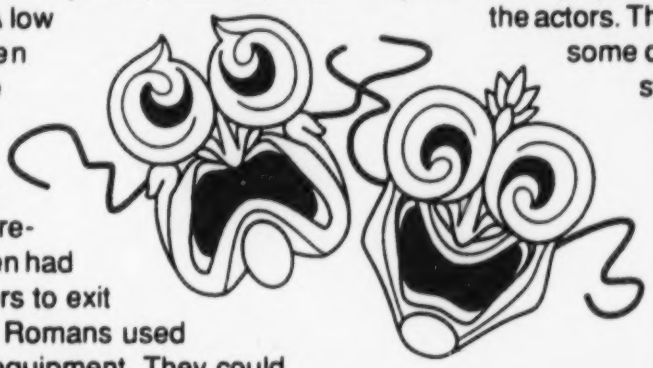
The Romans were very involved with their gods and goddesses and thought their powers affected every aspect of everyday life. Even today, in some ways, classical mythology is reflected in our lives. For instance, it is not unusual to see King Neptune with his trident sitting on a throne on a package of fish. Even NASA has named many of its space missions after Roman gods and goddesses, and we all know that when we hear the name of Venus in a song or see it on a perfume bottle it signifies love. Many aspects of our lives today often times mirror images of our Roman origins.

**Activity directions** Your gen has selected Choice #3—Mythology Mirrors—as your offering to Apollo, patron of the arts. Each gen will divide itself into pairs (or use a trio, if you have an odd number) with each pair or trio selecting one Roman god or goddess as its image. You will then divide a large piece of paper in half by folding it down the center and making a crease. On one side of the crease you'll draw the body of your god or goddess as he or she might have looked to the Romans with objects that symbolize the god's main sphere of influence. Then, on the other half, draw a picture of a modern person with objects that symbolize how the Roman god's/goddess's influence is still seen. For example, you might draw Venus with a Roman boy and girl in an embrace below her statue in the right half; and, in the left half, an American boy and girl in an embrace beneath a modern singing star on stage who is singing about love. The Mythology Mirrors Activity Chart will help you with this information. Additionally, you may wish to do some extra research on what your god or goddess was like and add any other symbols you might find. (Their thrones are one example of this extra information.) If Mercury were alive and kicking today, what would he be like? Think hard and be creative. Be prepared to present a short summary about mythology in Roman daily life and to explain your drawing to the class.

# ROMAN THEATER - 1

**Greek Influence** The Roman theater was copied from the Greeks, who originated the building, scenery, costumes, and plots; all the Romans did was to make some minor improvements. Theaters were large, open-air buildings, semi-circular, and with rising tiers of seats, usually holding far more spectators than do our modern theaters. On the lowest level was a circular space called the orchestra, where the chorus danced and sang. Behind this space were the stage and stage building. In the center of the orchestra there was an altar to the god, Dionysus, patron of music and dance.

**Elaborate staging** The stages could be quite elaborate with marble pillars, statues, and numerous doors. A low curtain was often drawn across the stage before the performance began, at which time the curtain was removed. Stages even had trap-doors for actors to exit for fast getaways. Romans used all kinds of stage equipment. They could effectively reproduce the effect of thunder and lightning. A special basket could lower or hoist actors to or from the stage (representing going from heaven to earth, and vice versa). They also used revolving screens of painted wood, called *perioktoi.* Artists painted various scenes on these three-sided backgrounds; for example, the home, the street, and the country might be on one *perioktoi.* As the scene on-stage changed, these screens shifted to indicate a new location.



**The audience** Because plays took place during the daytime, audiences often had to sit for long hours on stone seats and under the hot sun. Gradually, the theater owners began to take great interest in making their customers comfortable so they provided canvas covers to shade the patrons. Many customers had already taken to bringing umbrellas and cushions with them to guarantee their own comfort. A strong perfume made from saffron was often sprinkled on the stage and seats to reduce the odor of human perspiration. Food, drinks, and sweets were also provided for the audience. On special occasions the theatergoers received gifts. At one performance during Emperor Nero's reign, he gave away certificates for exotic birds, food parcels, clothes, gold, silver, pearls, paintings, slaves, animals, ships, houses and even entire farms. Nevertheless, even with all this, Roman audiences were difficult to please. If they disliked a play, they booed and hissed the actors. They occasionally threw some of their free food at the stage. They were even known to walk out on a particularly poor performance.

**The actors** Most of the actors were freed men. At first, only men were allowed on the stage, so they performed all the women's parts, too. Some actors became very popular and were considered the "stars" of their age. Actors worked very hard to capture the public's attention with the power of their voices and the elegance of their gestures and movements. An actor kept his figure trim with diet and plenty of exercise to loosen his muscles, and he made careful studies of human nature to find the best means of moving his audience to laughter and applause. The audiences loved their favorites, applauding and acclaiming them wildly, considered them the heroes of the day, inviting them to their homes, even though, by law, actors were considered to be undesirable people and lower-class individuals.

**Theater of Pompey** The largest theater in Rome was the Theater of Pompey, which held 40,000 spectators, but it has not survived. The only theater surviving in the city today is the Theater of Marcellus. It was dedicated by Emperor Augustus to his nephew Marcellus who died in 23 B.C. When the theater first opened, an interesting thing occurred. Suetonius records it in his writing, *Augustus 43.*

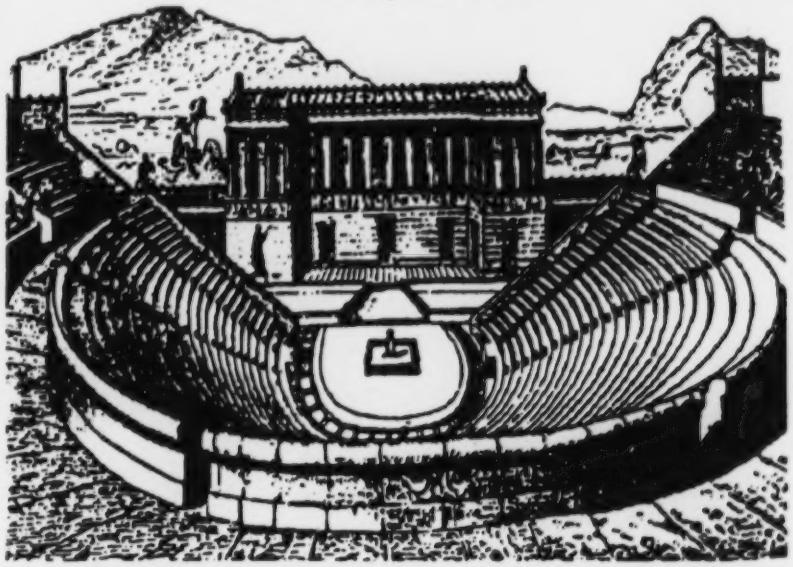
> "When Augustus sat down on his chair of state, it gave way and sent him sprawling on his back. A panic started in the audience. The audience was afraid that the walls might collapse. Augustus, finding he could do nothing to quiet the people, left his own box seat, and sat among the people in what seemed to be the most dangerous part of the auditorium."

**Tragedies and comedies** There were two types of plays—tragedies (serious plays) and comedies. The Greeks enjoyed the tragedies, but the Romans much preferred comedies. In the tragedies of the later empire period, the chorus—a group of men who stood in the orchestra—spoke the words of the play. The actors on stage simply mimed the action. This kind of actor was called a *pantomimus.*

**The use of masks** As the plays were performed in the open air, Roman producers had two major problems to overcome: getting the audience to hear the words and to see who the main characters were. The answer was simple—special masks and costumes. The masks were often so grotesque that they used to frighten theatergoers, but their large mouths served as a megaphone and loud speaker rolled into one.

**Recognizing characters** Audiences recognized most characters the minute they stepped onto the stage. Old men, for example, always wore long white beards and slaves always had red hair. Other standard characters were evil slave dealers, foolish young sons, and innocent young girls. The most popular character was always the slave. Romans loved to see the slave make a fool of their elderly masters, partly because such a thing was unlikely to occur in real life.

**Changes over time** Eventually in comedies, the actors stopped wearing masks altogether and women were even allowed on stage to play the female roles. In essence, as the audience wanted the fantasy of the stage to come closer and closer to reality, the theater took on a gruesome note. If a character had to die on stage, then die he really had to. So at the last moment, a man condemned to death took the actor's place. He suffered the fate of the character in the play—nailed to a cross, eaten by wild animals or burnt alive. This aspect of the theater reveals that the Romans' basic theater desire was to see on the stage the same kind of spectacle they loved in the arena—bloody and brutal.



*The Roman theater at Segresta—a restored view circa 100 B.C.*

**Directions:** Your gen will perform this excerpt from a Roman comedy by the playwright, Plautus, for the rest of the class. Decide who will portray the characters, direct the cast, take care of staging, etc. You may wish to memorize and perform the scenes in the traditional way, or you may wish the chorus to read the lines while actors on-stage pantomime the action.

## The Menaechmus Brothers

by Plautus—220 B.C.

**Characters:** Menaechmus, old man, and doctor

**Setting:** This is a play about two identical twins called Menaechmus, who were separated at birth and grew up in different cities: Menaechmus I in Epidamnus, Menaechmus II in Syracuse. At the beginning of the play Menaechmus II returns to Epidamnus, and the fun starts when he is mistaken for his brother.

Before this scene, Menaechmus II has pretended to be crazy to escape from Menaechmus I's wife and father-in-law, who promptly summon a doctor to examine him. But, of course, Menaechmus II slips out and Menaechmus I walks in to deal with people who think he's crazy.

AT ACTING TIP

*Remember to project—your audience must be able to hear your dialogue. Have someone monitor your projection as they sit in the back of the room when you practice.*

***Doctor:*** How are you, Menaechmus? Dear me, why have you taken off your bandage. Don't you know that will only make things worse?

***Menaechmus:*** What are you talking about? Get lost!

***Old man:*** *(To the doctor)* What do you think?

***Doctor:*** Well, I'm sure drugs won't help. Now, look here, Menaechmus.

***Menaechmus:*** What do you want now?

***Doctor:*** Just answer my questions, please. Do you drink your wine black?

***Menaechmus:*** Stop asking me such stupid questions! Go to the devil!

***Old man:*** Oh no! His madness is back. He's getting hysterical!

***Menaechmus:*** My madness? What a stupid question—black wine. Why not ask if I eat purple bread, or yellow bread, or red bread for that matter. Or, how about if I eat birds with scales or fish with feathers!

***Old man:*** Oh dear, oh dear. Do you hear him. He's raving now. What are you waiting for? Give him some medicine before he falls down in a fit.

*When you stage your presentation, be sure you can be seen from all corners of the room. During rehearsal have gen members watch you from different angles.*

***Doctor:*** Not yet. I must ask more questions.

***Old man:*** Your talk will be the death of the poor man.

***Doctor:*** Tell me, Menaechmus, are your eyes ever swollen?

***Menaechmus:*** What do you think I am, you clown, a grasshopper?

***Doctor:*** Tell me, does your stomach ever rumble?

***Menaechmus:*** When I'm full, no; when I'm empty, yes.

***Doctor:*** *(To old man)* He doesn't sound like a madman. *(To Menaechmus)* Do you sleep well at night?

***Menaechmus:*** When I have no debts on my conscience, if it's any of your business, you nosy snoop!

***Doctor:*** Oh he's getting angry again. He's starting to rave. Watch out when he talks like that.

***Old man:*** He sounds better than he did before. Why, he called his wife, my daughter, a fat old cow!!

***Menaechmus:*** I did what?

***Old man:*** You called her a cow. A cow! You were crazy, I tell you!

***Menaechmus:*** Me?

***Old man:*** Yes, you! You threatened to pull out my hair and run me over with a chariot! That's what you said! I know I heard you correctly!

*Think about your characters—they all need to be different and unique. Use bits and pieces of costumes—a hat, a beard, a cane—to make your character distinctive.*

***Menaechmus:*** Sure you did! *(Getting increasingly angry and loud.)* Sure you did. And I'll bet I also accused you of taking Jupiter's sacred crown *(snatches the hat off the doctor)* and the soldiers caught you *(grabs the old man, who begins to scream for help)*, they threw you in jail and beat you with whips! *(Begins to beat the old man with a loaf of French bread until he collapses on the floor.)*

*(By this time, the old man is hysterical and the doctor is trying vainly to get out the door.)*

Oh no, you don't! *(Turns to the doctor)* I'm sure you're going to accuse this poor man of killing his father and selling his mother into slavery. *(The doctor tries to protest and the old man continues to moan.)*

*(Menaechmus grabs the doctor who also begins to cry for help)* I may have to cut off your ears and boil you in oil to get at the truth! *(The doctor faints with a loud cry)*

There! Are you satisfied? Have I insulted you as much as you have insulted me? Me, crazy? You're the ones who are crazy!

**Directions:** Your gen will perform this excerpt from a Roman comedy by the playwright, Plautus, for the rest of the class. Decide who will portray the characters, direct the cast, take care of staging, etc. You may wish to memorize and perform the scenes in the traditional way, or you may wish the chorus to read the lines while actors on-stage "pantomime" the action.

## The Ghosts

by Plautus

*A long white beard (yarn or crepe paper) will help create a convincing old man. Remember, slaves always had red hair.*

**Characters:** Old man, slave, offstage voices

**Setting:** While his father was away on business, a young man called Philolaches is having a great time spending his father's money on parties and girls and he is assisted in this by his slave, Tranio. Suddenly the old man returns while a party is going on in the house. The slave must prevent the old man from going into the house, so he invents a fantastic story:

*(The old man walks up to the front door. The slave watches him from the side of the building)*

***Old man:*** What's this? The door is locked, in broad daylight? *(Knocks)* Hello, is anyone in? Open up!

***Slave:*** Who's this at our front door?

***Old man:*** *(To the audience)* Why, it's my slave, Tranio.

***Slave:*** Greetings, master. I'm glad to see you safe and well. You are well, aren't you?

***Old man:*** Of course. Anyone can see that. But what about you? Have you gone mad?

***Slave:*** Pardon?

***Old man:*** There's something wrong. There was no reply at the door when I knocked. I knocked several times.

***Slave:*** *(Horrified)* You touched the door?

***Old man:*** Of course, I touched it. In fact, I nearly broke it down.

***Slave:*** You actually—touched it?

***Old man:*** Yes, I touched it, I touched it!

***Slave:*** Oh, ye gods!

***Old man:*** What, what's wrong?

***Slave:*** Something—terrible!

***Old man:*** What do you mean?

***Slave:*** You must get away from here, now! Run for your life. You're cursed!

***Old man:*** What are you taking about? Tell me, for pity's sake!

***Slave:*** Oh, master. No one has set foot in your house for seven months.

***Old man:*** Why? Why? Why on earth not?

***Slave:*** *(Pretends to hear something)* Listen! Did you hear that?

***Old man:*** *(Looking around nervously)* I didn't hear anything. Now tell me.

***Slave:*** A dreadful deed was done—

***Old man:*** What was done? I don't understand.

***Slave:*** The man who sold you the house murdered one of his guests.

***Old man:*** Murdered him?

***Slave:*** Then he robbed him and buried him in the garden.

***Old man:*** Good heavens!

***Slave:*** One night, we all went to bed—we were all asleep, when suddenly it came—

***Old man:*** What do you mean, "it"?

***Slave:*** The ghost, of course. Your son saw it and heard it.

***Old man:*** Heard it?

AT ACTING TIP

*Remember to exaggerate your facial expressions and your voice. The old man is really frightened and Tranio is really trying to make him believe in ghosts.*

***Slave:*** *(In a spooky voice)* It said, 'My name is Diapontius. I am a stranger from overseas and was once a guest in this house. I was robbed and cruelly murdered in my sleep. Now I cannot enter the Underworld, because I didn't receive a proper burial. No one can live here happily now. You must all leave. This place has my curse.' *(Pause)* Since then, master, there have been terrible goings-on here. *(Noises come from the party inside.)*

*The inside voice is a very important role even though the person is not seen. Choose someone with a powerful voice.*

***Old man:*** Shhhh! Listen!

***Slave:*** Heavens, what was that?

***Old man:*** The door rattled!

***Slave:*** Do you think it could be—?

***Old man:*** I think I'm going to faint.

***Slave:*** *(To the audience)* Those fools, they'll ruin my story.

***Old man:*** What did you say?

***Slave:*** Keep away from that door! Run for your life!

***Old man:*** You come with me.

***Slave:*** I've got no quarrel with the dead!

***Voice inside:*** *(Ghost-like)* Helloo-o-o, Tranio-o-o-o-o

***Slave:*** No, not me. It wasn't me who knocked on the door.

***Old man:*** To whom are you talking?

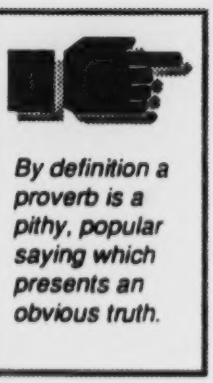
***Slave:*** Didn't you hear him? I swear it was the ghost seeking vengeance. Run, run as fast as your legs can carry you and pray to Hercules for protection.

***Old man:*** Hercules, help me, help me. Give me speed, I pray you. *(Runs off, yelling for help)* Help! Help! Ghosts! Ghosts!

***Slave:*** *(Laughing)* Help me too, Hercules. Give the old man all he deserves—and more. Now, back to the party. *(Enters house)*

# ROMAN PROVERBS - 1

**Directions:** First read a selection from *Aesop's Fables*—if possible. Then pick one of the following proverbs to illustrate on a simulated piece of mosaic art. Design a picture on butcher paper that illustrates your proverb. Next, using sheets of varied colors of paper, cut the paper into half-inch squares. Finally, create a Roman mosaic with your pieces. (See example on page IV:XVI.)



*By definition a proverb is a pithy, popular saying which presents an obvious truth.*

Abstain from beans.
**Abtineto a fabis.**
In ancient times, men cast their votes with white or black beans. This was a warning ***not*** to meddle in public affairs.

Fish with a golden hook.
**Ad aureo piscari hamo.**
Money is the best bait to catch someone.

Blind men can judge no colors.
**Caecus non judicat de colore.**
When you ask for an opinion, make sure you ask the right people.

Kill two birds with one stone.
**Unus cum gemino calculus hoste perit.**
Sometimes one action will solve two problems.

All who blow the horn are not hunters.
**Non est venator quivis per cornua flator.**
Just because someone says they can do something, doesn't mean they can.

Too much honey upsets the stomach.
**Sicut qui mel comedit multun, no est ei bonum.**
Too much of a good thing isn't a good thing at all.

*The Oxford Dictionary of English Proverbs*, compiled by William George Smith, Clarendon Press, Oxford, 1974

It's Greek to me.
**Graecum est; non potest legi.** (It is Greek; it cannot be read.)
Basically, this expression means you don't understand something.

Take it with a grain of salt.
**Cum grano salis.**
To accept something with a bit of skepticism.

Beware of the snake in the grass
**Latet anguis in herba.**
The most beautiful flowers could hide a poisonous serpent.

# ROMAN PROVERBS - 2

*Here is the Beware of the Silent Dog mosaic. (Of course, you will make your mosaic much larger than this reduction.)*

## Other proverbs

Beware of the silent dog and still water.
**Cave tibi cane muto, aqua silente.**
Dogs that do not bark can still bite, and water that is standing can sometimes make you sick.

A happy man is rarer than a white crow.
**Felix ille tamen corvo quoque rarior albo.**
A white crow is almost unheard of naturally and according to Romans, so is a happy man.

Bones for those who come late.
**Sero venientibus ossa.**
Those who are late get only bones.

## Challenge proverbs

*Figure the meaning of the following proverbs yourself.*

Spring is not always green.
**Ver non semper viret.**

What has been lost is safe.
**Quae amissa, salva.**

*Idiom's Delight—Fascinating Phrases and Linguistic Eccentricities*
Suzanne Brock
Times Books, 1988

The deepest rivers flow with the least sound.
**Altissima quaeque flumina minimo sono labi.**

While we live, let us live.
**Dum vivimus, vivamus.**

There's nothing more contemptible than a bald man who pretends to have hair.
**Calvo turpius est nihil compto.**

Have a nice day.
**Die dulci fruere.**

*Latin for all Occasions*,
Henry Beard,
Villaro Books,
1990.

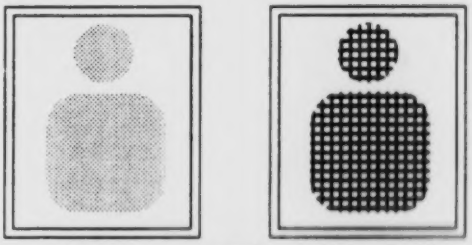
Thank you for not smoking.
**Tibi gratias agimus quod nihil fumas.**

Really rad, dude!
**Radictus, comes!**

# MYTHOLOGY MIRRORS

*Jupiter*

**Directions:** Your gen leader will divide your gen into student pairs. Each pair picks one of the gods or goddesses from the Mythology Mirrors Activity Chart to illustrate and to relate to a modern situation. For example, a pair might pick Venus and draw her in a left frame and then pick and draw and place in a second frame a modern female vocalist famous for love songs. Below the pair write an explanation of the relationship between the two.



*Venus and modern vocalist*
*... + explanation of the relationship ...*

## MYTHOLOGY MIRRORS ACTIVITY CHART

| Latin name | Greek name | Sphere of activity | Symbols |
|---|---|---|---|
| Jupiter (Jove) | Zeus | Ruler of the gods and mankind | Eagle, thunderbolt, oak |
| Juno | Hera | Queen of the gods, wife of Jove, patroness of married women | Pomegranate, peacock, cuckoo |
| Pluto (Dis) | Hades | God of the underworld | Chariot, Cerberus, scepter, key to the underworld |
| Neptune | Poseidon | God of sea, horses, earthquakes | Trident, dolphin, horse |
| Apollo | Apollo | God of sun, poetry, music, medicine | Lyre, arrows, sun, chariot |
| Diana | Artemis | Goddess of moon, hunting; patroness of maidens | Crescent, stag, arrows |
| Mercury | Hermes | God of commerce, theft; messenger | Winged cap, winged sandals, Caduceus |
| Mars | Ares | God of war | Sword, shield, dogs, vultures |
| Vulcan | Hephaestus | God of fire, metalworkers | Anvil, forge |
| Ceres | Demeter | Goddess of agriculture | Sheaf of wheat, poppies, cornucopia |
| Minerva | Athena | Goddess of wisdom, war, weaving | Aegis, owl, olive tree, shield |
| Venus | Aphrodite | Goddess of love and beauty | Doves, sparrows |
| Vesta | Hestia | Goddess of hearth and home | Hearth, fire |

# LIFE-SIZERS - 1

**Directions:**

1. This handout provides a list of historical figures who had an impact on the history of ancient Rome. Select *one* of these personalities to be your "guest" at the Roman Banquet—the last activity of this simulation on the Romans.

2. After you select a guest, research this person. Find out who they were and why they were famous. Also find out some information on their personal life, such as when they lived, their family, their habits, etc. The more personal the information, the more interesting.

3. Find a picture of your guest. Then follow the directions to make your Life-Sizer.

4. Use a large piece of butcher paper—as long as you are tall—and have a friend trace around your body while you lay down on the paper.

5. Cut out your silhouette.

6. Using the picture of your famous (or infamous) guest, draw his or her likeness onto the silhouette. Be as accurate as you can.

7. On the back of the silhouette, write down—in outline form—the important and interesting facts you've researched about your guest.

8. Be prepared to introduce your guest at the banquet and tell why you invited him or her. You'll need to work steadily on this project so you'll be ready for the banquet.

9. Tape a wire coat hanger to the back of the head and shoulders so you can hang your Life-Sizer up in the room.

**Famous Roman Individuals**

Aeneas, legendary figure
Agricola, Cnaeus Julius, politics
Agrippa I, king of Judea, politics
Agrippa II, king of Judea, politics
Agrippa, Marcus Vipsanius, politics
Agrippina the Elder, Caligula's mother*
Agrippina the Younger, wife/empress*
Alaric, king of the Goths, politics
Antoninus Pius, emperor
Apulelus, Lucius, writer
Asinius, Gaius Pollio, general
Atticus, Titus Pomponius, businessman
Attila the Hun, military leader
Augustus, emperor
Berenice, queen of Egypt*
Boadicea, rebel queen*
Brutus, Lucius Junius, politics
Brutus, Marcus Junius, Caesar's assassin
Caligula, emperor
Calpurnia, Caesar's wife*
Camillus, Marcus Furius, hero
Caracalla, emperor
Cassius, Gaius Longinus, Caesar's assassin
Catiline, politics
Cato the Censor, politics/orator
Cato the Younger, orator/politics
Catullus, Gaius Valerius, poet
Cestius, Gaius, public official/builder
Cicero, Marcus Tullius, politics/orator
Cincinnatus, Lucius Quinctius, dictator
Cleopatra, rebel queen*
Clodius, Publius, politics
Constantine the Great, emperor
Coriolanus, Gaius Marcius, politics
Cornelia, mother of the Gracchi*
Crassus, Marcus Licinius, politics
Curtius, Marcus, hero
Decius, Mus, general
Diocletian, emperor
Domitian, emperor
Elagabalus, emperor
Ennius, Quintus, poet
Faustina, wife/empress*
Felix, Marcus Antoninus, St. Paul's judge
Festus, Porcius, St. Paul's judge
Frontinus, Sextus Julius, soldier and engineer
Fronto, Marcus Cornelius, orator
Fulvia, Antony's wife*
Galba, emperor

# LIFE-SIZERS - 2

Galen, medicine
Gallus, Gaius Cornelius, politics/poet
Gellius, Aulus, lawyer
Gracchus, Gaius, politics
Gracchus, Tiberius, politics
Hadrian, politics
Hannibal, Carthagenian general
Herod the Great, king of Judaea, politics
Horace, poet
Horatii Brothers, heroes
Horatius Cocles, hero
Josephus, historian
Jugurtha, Numidian king
Julian, emperor
Julius Caesar, politics
Juvenal, poet
Latinus, king of the Latins, politics
Lepidus, Marcus Aemilius, politics
Livia, Augustus' wife*
Livy, historian
Lucan, writer
Lucretia, heroine*
Lucretius, philosopher/poet
Macrobius, Ambrosius, writer/philosopher
Maecenas, Gaius, diplomat
Manilius Capitolinus, Marcus, hero
Manilius Torquatus, Titus, hero
Manilius, Marcus, hero
Marcellus, Marcus Claudius, royal family
Marcus Aurelius, emperor/philosopher
Marius, Gaius, politics
Mark Antony, politics
Messalina the Elder, Claudius' wife*
Messalina the Younger, wife/empress*
Mithridates, king of Pontus, rebel king
Mummius Achaicus, Lucius, general
Nero, emperor
Nerva, emperor
Numa Pompilius, king
Octavia, Antony's wife*
Otho, Marcus Salvius, emperor
Ovid, poet
Persius Flaccus, Aulus, satirist
Petronius Arbiter, satirist
Phillip V, king of Macedonia, rebel king
Philon of Alexandria, Jewish leader
Philopappus, consul/Syrian prince
Plautus, Titus Maccius, playwright
Pliny the Elder, writer
Pliny the Younger, writer/administrator
Plutarch, writer
Pompeius Sextus, general
Pompey the Great, general/politics
Pontius Pilate, politics
Poppaea Sabina, Nero's queen*
Portia, Brutus' wife*
Propertius, Sextus, poet
Prudentius, poet
Ptolemy the Geographer
Q. Fabius Cunctator, military leader
Quintilian, teacher/writer
Regulus, Marcus Atilius, consul/general
Romulus and Remus, Rome's founders
Romulus Augustulus, last emperor of Rome
Roscius Gallus, Quintus, actor
Sallust, politician/historian
Scaevola, Gaius Mucius, hero
Scipio Aemilianus Africanus, general
Scipio Africanus Major, general/consul
Sejanus, Lucius Aelius, politics/military
Seneca the Elder, writer
Seneca the Younger, philosopher/writer
Septimius Severus, Lucius, emperor
Sertorius, Quintus, politics
Servius Tullius, king of Rome
Sophonisba, Carthagenian princess*
Spartacus, rebel gladiator
Statius, Publius Papinius, poet
Stilicho, barbarian general
Suetonius Tranquillus, Gaius, historian/writer
Sulla, Lucius Cornelius, dictator
Symmachus, Quintus Aurelius, statesman
Tacitus, Cornelius, historian
Tarpeia, villainess*
Terence, playwright
Theodoric the Great, emperor
Tiberius, emperor
Tibullus, Albius, poet
Titus Flavius Vespasianus, emperor
Trajan, emperor
Varro, Marcus Terentius, scholar/writer
Vercingetorix, rebel Gaullic chieftain
Verres, Gaius, governor
Vespasian, emperor
Virgil, poet
Virginia, heroine*
Vitellius, Aulus, emperor
Vitruvius Pollio, architect/engineer
Zenobia, rebel Syrian queen*

* = women

# GUIDELINES/DAILY DIRECTIONS - 1



## Via IV: Pax Romana

Emphasis in this Via is on the growth and decline of the Roman Empire. History and geography activities dominate. Have students construct and explain a huge map of the Roman Empire and a historical timeline. You'll need space for this Via. The activities culminate in a take-home test competition to win the Via's corona.

### Before Day 1

1. Make overhead transparencies of the FILL-IN EXPANSION MAP, the ROMAN PROVINCES MAP, and the CONTINENTAL UNITED STATES EXPANSION MAP.

2. Duplicate the following in the quantities indicated in parentheses:
   - FILL-IN EXPANSION MAP (one per student)
   - ROMAN PROVINCES MAP (one per student)
   - EXPANSION MAP EXERCISES 1 to 6 (one copy of each since each of the six gens gets a different exercise)
   - ROMAN PROVINCES: COLOSSUS MAP EXERCISE (one per student)
   - DECLINE OF ROME (one per student)
   - STUDENT SUMMARY WORKSHEET (one per student)
   - ROMAN EMPIRE HISTORICAL REVIEW (one per student)
   - ROMAN EMPIRE HISTORY TIMELINE (one per student)
   - ALL ROADS LEAD TO ROME TAKE-HOME TEST (one per student)

### Day 1

1. Pass out to each gen a copy of the numbered EXPANSION MAP EXERCISE you wish it to do for the whole class.

2. Read the following to the class as an introduction to the EXPANSION MAP EXERCISE:

**FROM CITY STATE TO EMPIRE**
**Teacher Lecture**

It's interesting to note that within 250 years of the founding of the republic, Rome became the mistress of all Italy. How did this happen? Rome did not set out to conquer all Italy. The Romans did not deliberately

start wars. However, once Romans entered a war they never let themselves be beaten. Once the war was over, the Romans were usually able to convince the defeated party that they would be better off as part of the Roman state.

The Romans were very good at making war. They were even better at making peace, for they were able to convince conquered peoples to become Roman allies. They could continue to rule their cities as they had always done while also receiving special rights in Rome itself. The Romans also founded new towns and cities in these newly conquered territories so that they would have Roman citizens living in the midst of their new allies. These "colonists" would help to keep the allies loyal to Rome and, if necessary, form a military force to assist Rome.

*Students could do research projects on the Punic Wars particularly the role of Hannibal. There are excellent resources for such an activity. Other famous rebels against Rome include Boadicea, Spartacus, Jugurtha, Pyrrhus, Cleopatra, Mitridates, Zenobia, Alaric, and Attila.*

The maps given to you form a brief overview of Roman expansion. Each gen will have the responsibility to show how Rome grew from a tiny city-state to Mistress of the Mediterranean.

3. Have the gens' leaders read the introductory material on their EXPANSION MAP EXERCISE sheets to their members. Then, have them lead a discussion on the questions the gen must answer when presenting the map transparency lesson to the class. (See the directions on each exercise.)

4. Usually, you will have time to start this exercise, since the above takes only about 10 minutes. Pass out one copy of the FILL-IN EXPANSION MAP to all students.

**Day 2**

1. Have gens finish their individual EXPANSION MAP EXERCISES.

2. Pass out the ROMAN PROVINCES: COLOSSUS MAP EXERCISE and the ROMAN PROVINCES MAP.

3. Allow time for the students to fill in the province names on their individual maps.

4. Using the directions included in the Governing the Provinces section, assign each gen a particular region. Display the ROMAN PROVINCES MAP on the overhead and point out each region to the gens.

5. Secure the overhead projector in a stationary position and allow each gen to trace its enlarged region onto a piece of tagboard taped to the chalkboard or pinned to the bulletin board. (After the gen has completely filled in its region with names, physical features, and products, the gens should then cut around the perimeter of their region. Once all gens have followed this procedure correctly, the various regions can then be taped together as a Colossus Map and pinned to a large bulletin board or taped to the chalkboard. *(This map makes a good display for a parents night or open house.)*

6. Before having the gens begin their sub-gen tasks, hold a class discussion on developing a map "legend." Place the symbols indicating cities, features, trade products, etc., on the board. Tell the students that all gens must use these in developing their part of the Colossus Map.

7. Allow the rest of the period and the next hour for this task.

**Day 3**

1. Allow this period for completing the map.

2. When all the above gen work has been completed, tape all the regions together to form the Colossus Map. Then, tape or pin the large map to an appropriate classroom wall area.

3. Assign volunteers to make name tags for the major bodies of water to complete the map.

**Day 4**

1. Have a member of each gen explain the major cities, physical features, and trade products of his/her gen's region as displayed on the Colossus Map.

TT TEACHING TIP

*The Roman Army conquered this enormous territory. This would be a good time for students to study or research the Roman military. You might want to embellish with some details on the Roman military genius. You could make slides of pictures from Moses Hadas'* Imperial Rome. *Time-Life Books, pages 89-101, and then give a presentation calling it "Masters of War."*

2. Have all students other than the gen spokesperson, take notes on their ROMAN PROVINCES MAP as they listen.

**Day 5**

1. Pass out DECLINE OF ROME essay and STUDENT SUMMARY WORKSHEET.

2. Have students read the essay and fill out the STUDENT SUMMARY WORKSHEET as they read.

3. Have all gen members check one another's STUDENT SUMMARY WORKSHEETS for accuracy.

4. Have the gen chairpersons turn in their STUDENT SUMMARY WORKSHEETS only for an accuracy/completion check.

5. Award each gen up to 10 denarii for this representative work.

**Day 6**

1. Pass out the ROMAN EMPIRE HISTORICAL REVIEW and ROMAN EMPIRE HISTORY TIMELINE.

2. As you carefully explain each paragraph of the essay, have students fill in the appropriate items on their timelines. Tell them this timeline will be helpful for the final exercise, the ALL ROADS LEAD TO ROME TAKE-HOME TEST.

3. Pass out the ALL ROADS LEAD TO ROME TAKE-HOME TEST. Tell gens they may work together as a group to find the answers, but that they should not help other gens, since denarii will be awarded for correct answers on the basis of the gen average.

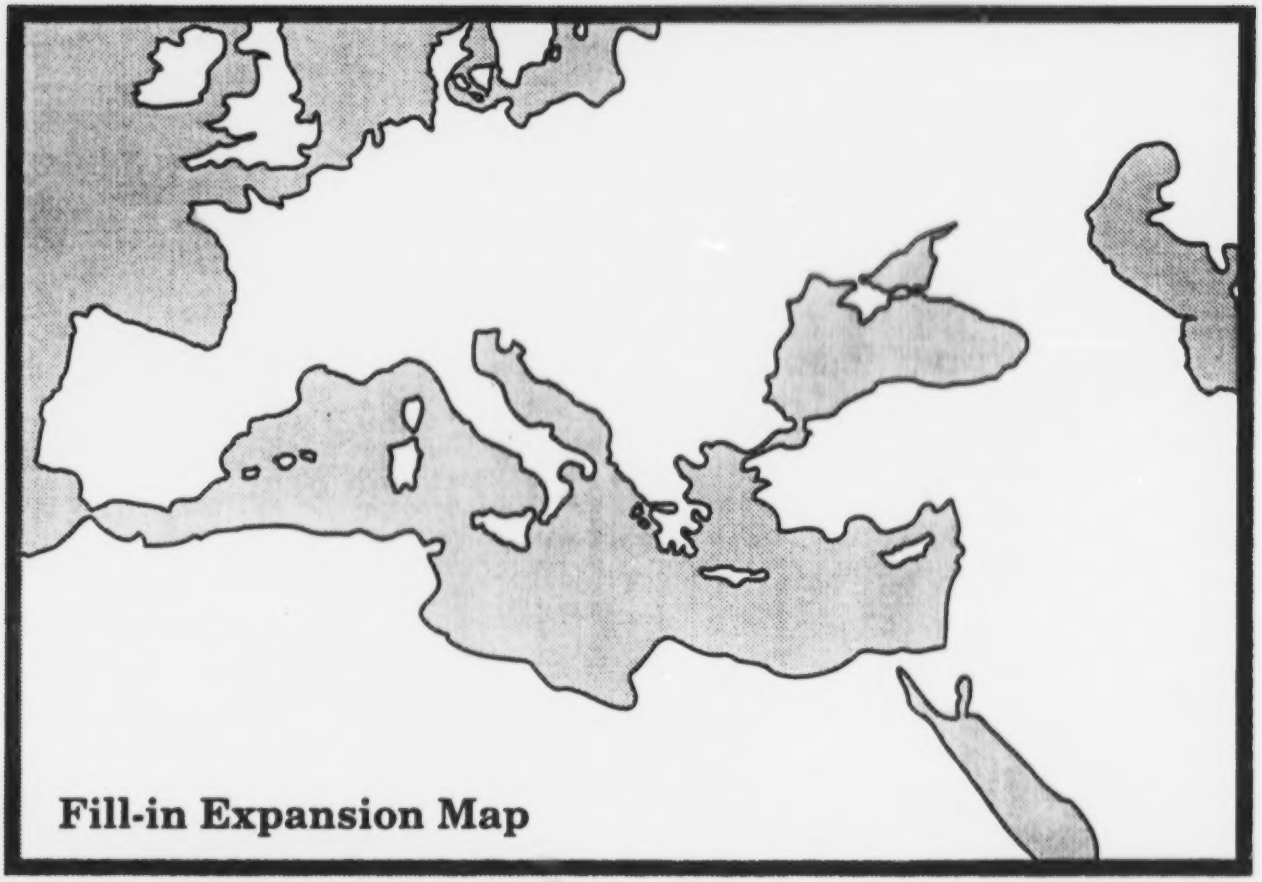
**Day 7**

1. Have gens exchange tests. Orally grade, using the key in the left margin. Explain, as necessary, any reference to modern times.

2. Award gens the average number of correct answers in denarii. Give the gen with the highest score a Corona Navalis plus a bonus of doubling the denarii earned. Have all gens check their DENARII BALANCE SHEETS for up-to-date accuracy.

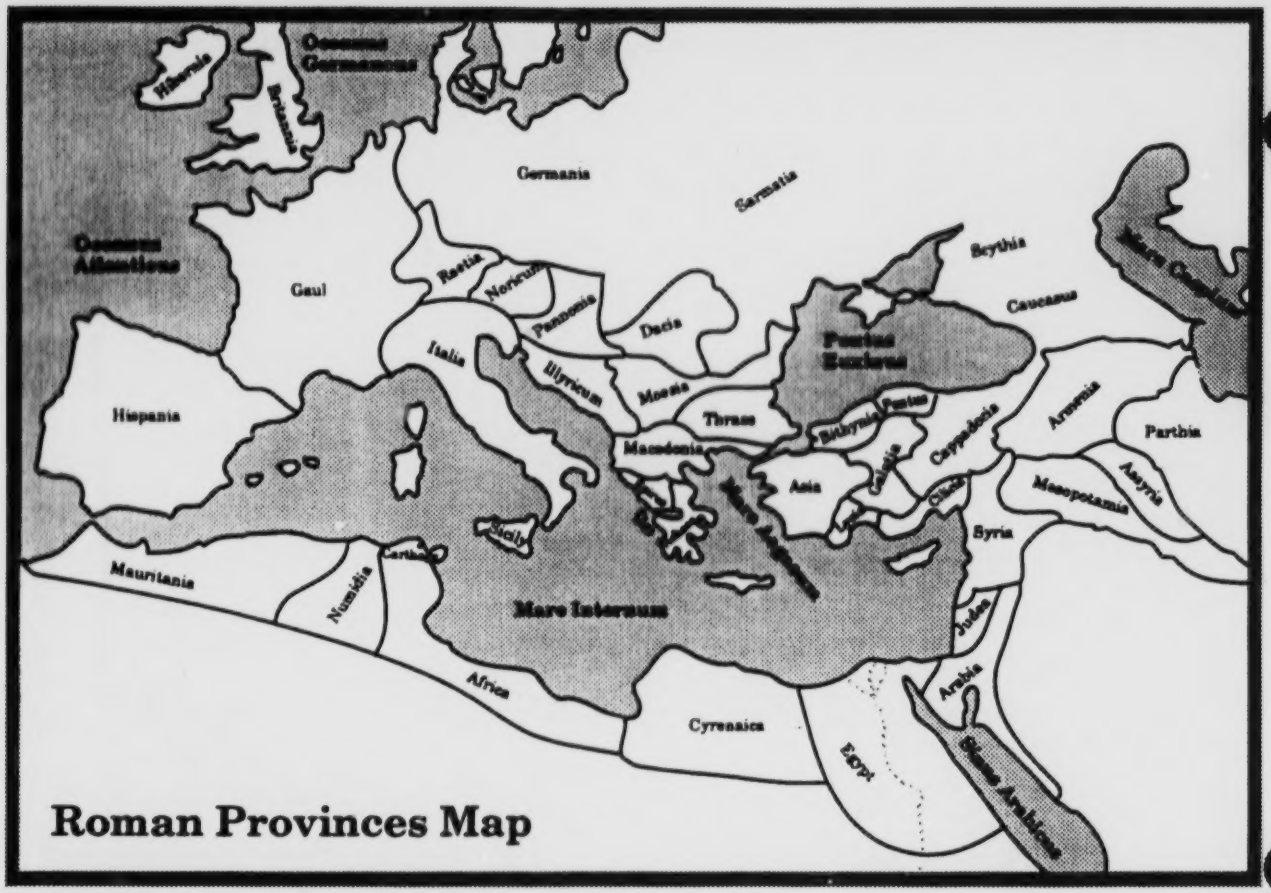
**ALL ROADS LEAD TO ROME TAKE-HOME ANSWER KEY**

1. Mediterranean Sea
2. Italy, France, Spain, Portugal, Switzerland, Greece, Albania, Bulgaria, Lebanon, Tunisia, Belgium, Luxembourg
3. Ireland, Sweden, Denmark, Norway, Finland, Poland
4. Distance too great, unfavorable climate, hostile barbarian tribes, etc.
5. Taking a route from Rome to Sicily to Crete to Syria, approximately 1,500 miles
6. Using a route of Rome to Gaul to Gibraltar, you cover approximately 1,300 miles. At an average of 30 miles per day, it's a journey of 43 days.
7. Oceanus Germanicus
8. Rhenus, Rhodanus, Iberus, Padus, Nilus
9. London
10. Marseilles
11. Cologne
12. Barcelona
13. Saragossa
14. Brindisi
15. Tangiers
16. Turkey
17. Tunisia
18. Approximately 3,000 miles
19. Approximately 2,500 miles
20. Centrally located

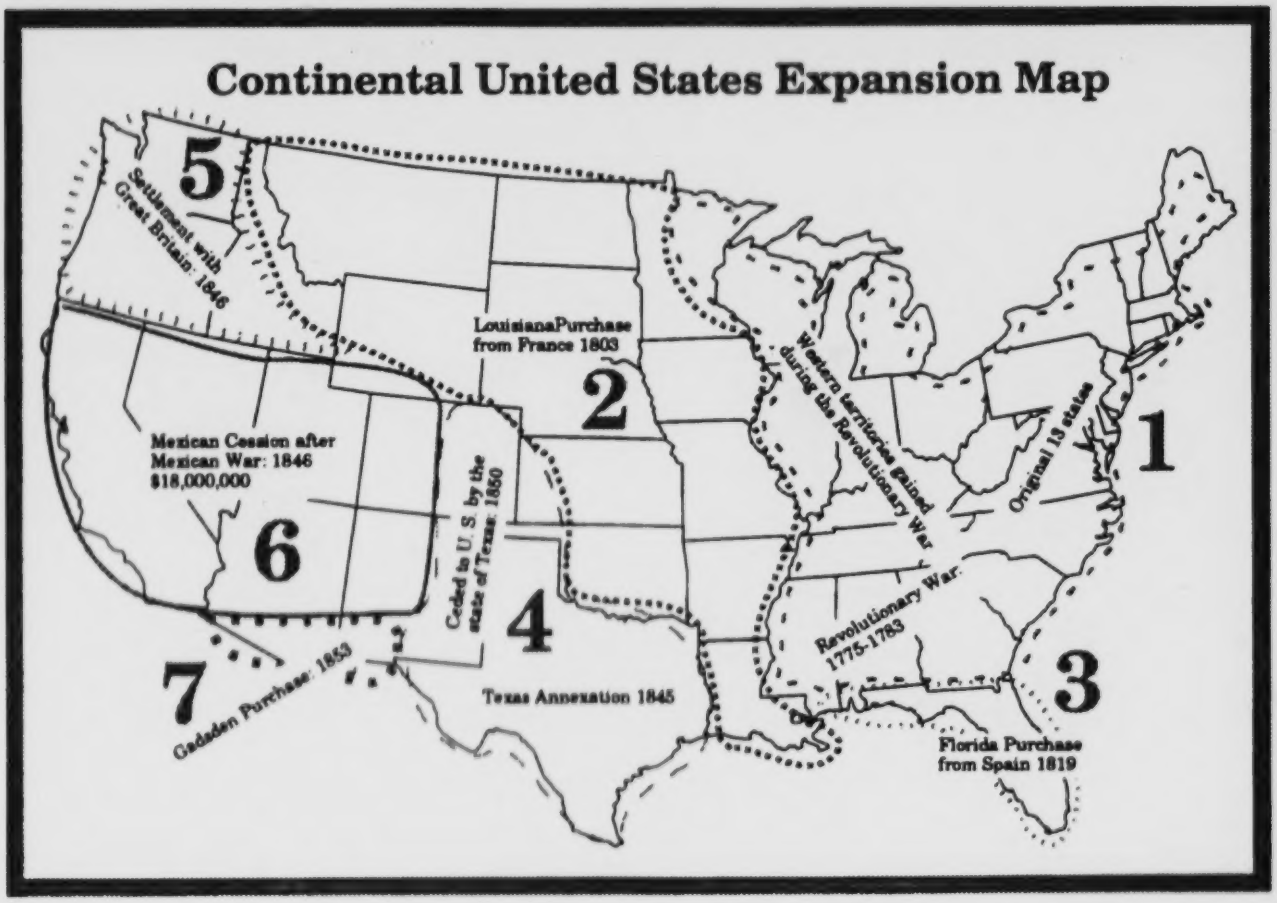


**Fill-in Expansion Map**

During the EXPANSION MAP EXERCISES, fill in this map. Take notes below, on the back of this sheet, and, if necessary, on other sheets of paper.




As the other gens explain the major cities, physical features, and trade products of their region, take notes on this sheet, on the back of this sheet, and on other sheets of paper.


Continental United States Expansion Map
5
Settlement with Great Britain: 1846
Louisiana Purchase from France 1803
2
Western territories gained during the Revolutionary War
Original 13 states
1
Mexican Cession after Mexican War: 1846 $18,000,000
6
Ceded to U.S. by the state of Texas: 1850
4
Revolutionary War 1775-1783
3
7
Gadsden Purchase: 1853
Texas Annexation 1845
Florida Purchase from Spain 1819

# EXPANSION MAP EXERCISE 1

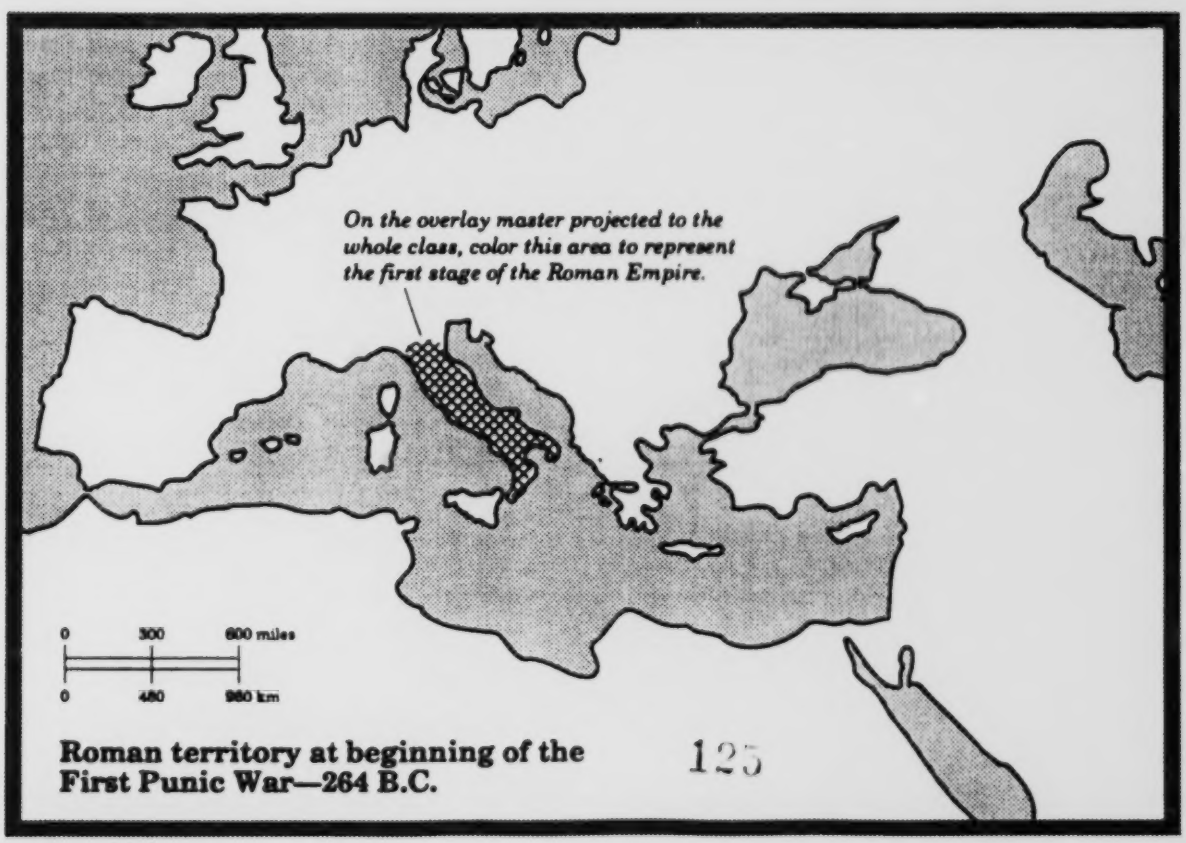
**Introduction** Within 500 years of her founding, Rome controlled all of Italy. She had fought many wars and some of them, like that against the Gauls in 390 B.C., went badly. The Gauls captured and destroyed the city. The Romans bribed them to leave and eventually fought them again *and beat them the second time.* By fighting the other Italian tribes one at a time, the Romans were not overwhelmed by opposing numbers. Only the Greek cities in southern Italy gave the Romans serious trouble. These Greeks appealed to their relatives in Greece. King Pyrrhus of Epirus came to their assistance using war elephants, which the Romans had never seen. Pyrrhus defeated the Romans in every battle, but because he lost so many men that he could not replace, and the Romans refused to give up, he was finally forced to go home. The Romans had won. For the defeated king, it was a "pyrrhic victory."

**Directions for presentation:**

1. Point out Italy on the overhead transparency and color as directed. Tell classmates to do the same on their copy of the Fill-In Expansion Map.

2. Point out Greece and explain what King Pyrrhus did.

3. Explain how the Romans finally won, even though Pyrrhus had defeated them in battle.


On the overlay master projected to the whole class, color this area to represent the first stage of the Roman Empire.
0
300
600 miles
0
480
960 km

**Roman territory at beginning of the First Punic War—264 B.C.**

125

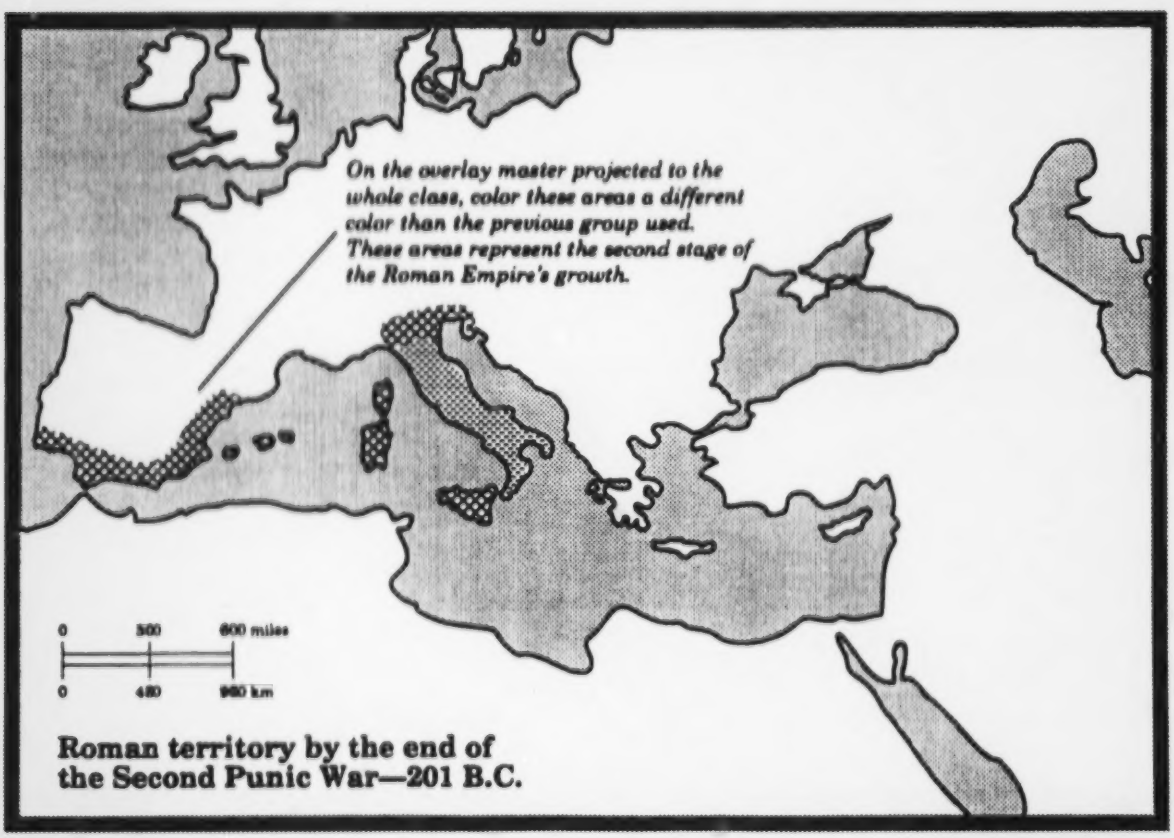
# EXPANSION MAP EXERCISE 2

**Introduction** After conquering Italy, the Romans encountered the might of the Carthaginian Empire. The men of Carthage were sailors and merchants while the Romans were soldiers and farmers. These two nations wanted different things; they should have been able to avoid a fight, yet a fight came anyway. City-states in Sicily began to quarrel. One side appealed to Carthage for help; the other to Rome. Neither city could afford to appear afraid or unable to help their allies, so a 20-year war began. To be able to defeat the powerful navy of Carthage, Romans became sailors as well. They learned to fight on the sea by using what they knew of fighting on land. They converted their ships into troop transports. If they could get to a Carthaginian vessel, they could board her and defeat her. The strategy worked. Carthage finally gave up her claims to Sicily, and Rome took the island.

The Second Punic War was almost the end of Rome. The famous general, Hannibal, managed to defeat the Romans in battle after battle. While Hannibal lost only 6,000 men at Cannae, the Romans lost more than 70,000 men. Nevertheless, persistence paid off again. By attacking Carthage, the Romans forced Hannibal to go home, where he was defeated at the Battle of Zama. Strike two for Carthage. This time the Carthaginians lost their interests in Spain and much gold. Never again would they threaten Rome.

**Directions for presentation:**

1. Point out Carthage and Sicily on the overhead transparency. Color the area as directed. Tell classmates to do the same on their copy of the Fill-In Expansion Map.
2. Explain how the city-states quarreled and the result of that quarrel.
3. Explain how the Romans, mainly foot soldiers, defeated the powerful Carthaginian navy.
4. Who was Hannibal, and what was his significance to Rome?
5. Have classmates color in the part of Spain which Rome won from Carthage.


*On the overlay master projected to the whole class, color these areas a different color than the previous group used. These areas represent the second stage of the Roman Empire's growth.*
0 300 600 miles
0 480 960 km

**Roman territory by the end of the Second Punic War—201 B.C.**

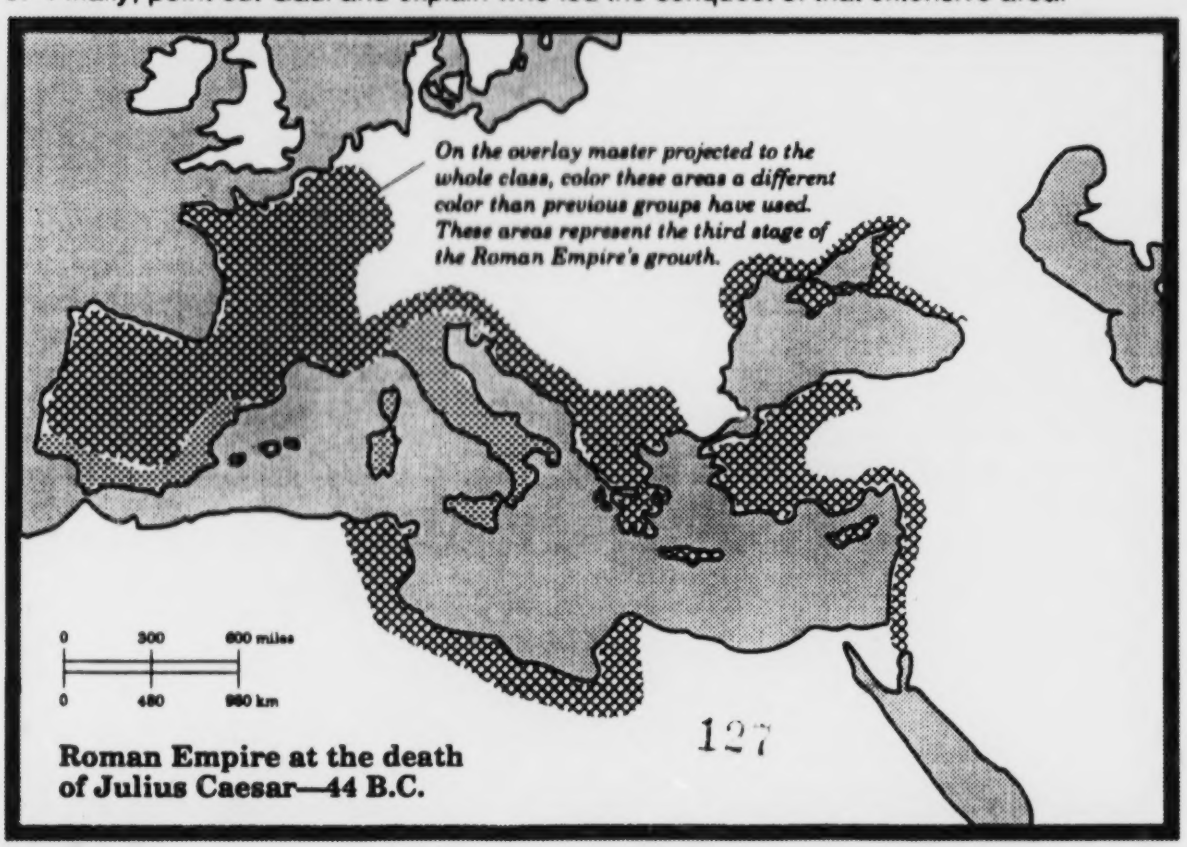
CDLXXVI

# EXPANSION MAP EXERCISE 3

**Introduction** Rome's hatred for Carthage, as well as urging from influential senators like Cato who wanted more revenge, caused Rome to pick one more quarrel with the African city, thus destroying her completely in 146 B.C.—strike three. At the same time, Rome decided to get even with the Greek kingdoms who had helped Carthage. Epirus and Macedonia were the first to go. Then Greece itself was forced to become a Roman province. Romans destroyed Corinth, one of Greece's finest cities, the same year as Carthage. More and more land fell to the Roman legions. Rome did not initiate many of these conquests, but, because she was so strong, many people dragged her into their quarrels hoping the Roman army would be of some help to them. Once Rome was called in, however, she rarely left. The king of Pergamum willed his kingdom to Rome. After his death, this rich eastern land became the Roman province of Asia. Successful wars against King Mithradates of Pontus brought in more of Asia Minor. Also, Julius Caesar's conquest of Gaul added a huge new tract of land to the empire.

**Directions for presentation:**

1. Explain what finally happened to Carthage and point it out on the map.
2. Explain what happened to the Greek kingdoms that had helped Carthage. Point out these kingdoms on the overhead transparency and color as directed. Tell classmates to do the same on their copy of the Fill-In Expansion Map.
3. What was so interesting about Rome's "conquest" of Pergamum? Explain the significance of the name Rome gave it?
4. Point out Asia Minor and have classmates color that area.
5. Finally, point out Gaul and explain who led the conquest of that extensive area.


On the overlay master projected to the whole class, color these areas a different color than previous groups have used. These areas represent the third stage of the Roman Empire's growth.
0
300
600 miles
0
480
960 km
127

**Roman Empire at the death of Julius Caesar—44 B.C.**

# EXPANSION MAP EXERCISE 4

**Introduction** Between the death of Caesar in 44 B.C. and the death of Augustus in A.D. 14, Rome managed to encircle almost the entire Mediterranean Sea. Egypt fell to Rome with the death of Cleopatra. By this time, the empire had replaced the republic and this huge area was proving difficult to rule. In fact, after this time Rome would not grow very much more. The Romans now finally faced opponents they could not conquer—the sea, waste land, and enemies so strong (i.e., Parthians) that it was not worth the effort to conquer and control them.

**Directions for presentation:**

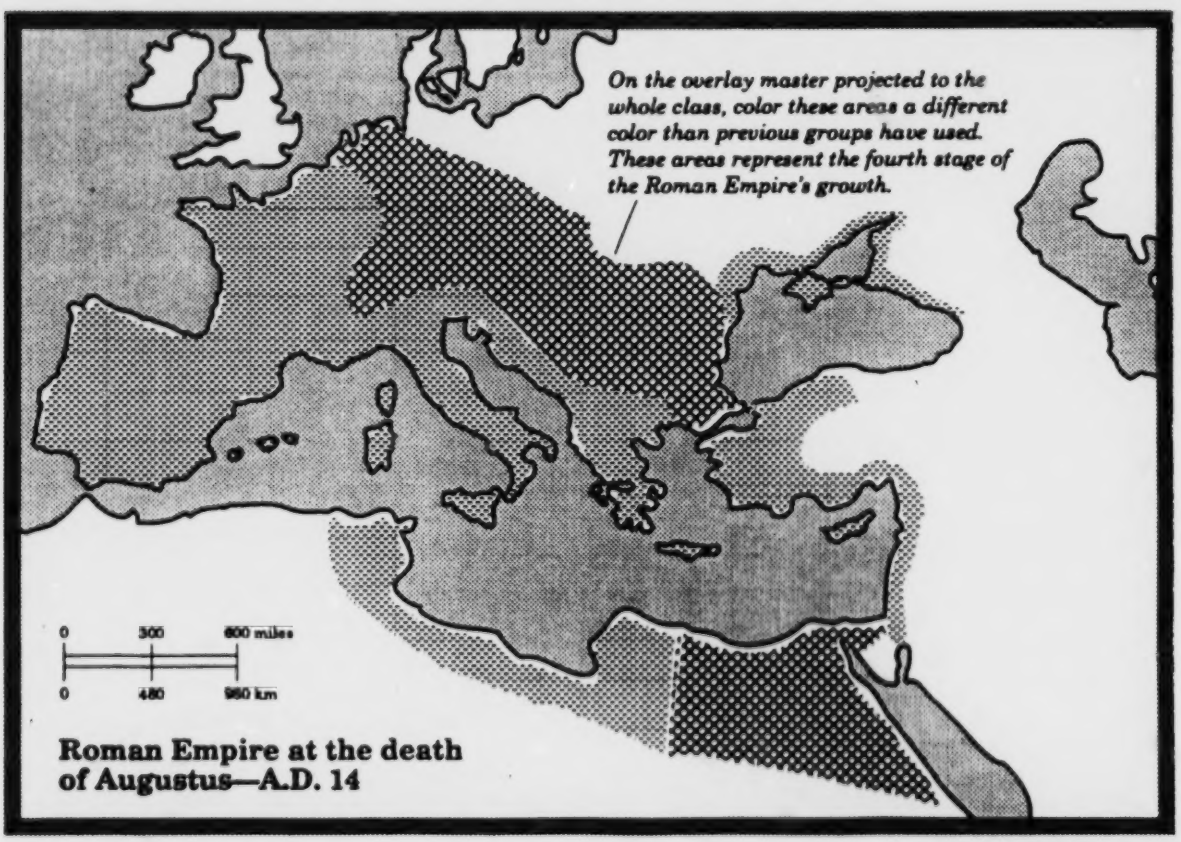
1. Point out Egypt on the overhead transparency. Color as directed. Tell classmates to do the same on their copy of the Fill-In Expansion Map.

2. Explain how Rome was able to acquire it.

3. What significant change had occurred in the Roman political structure during this expansion?

4. What did Rome now find to be its major difficulty?

5. What three opponents could Rome not conquer?


*On the overlay master projected to the whole class, color these areas a different color than previous groups have used. These areas represent the fourth stage of the Roman Empire's growth.*
0 300 600 miles
0 480 960 km

**Roman Empire at the death of Augustus—A.D. 14**

# EXPANSION MAP EXERCISE 5

**Introduction** By the time Emperor Trajan died in A.D. 117, Rome had conquered the island of Britannia and the entire Mediterranean coast. She moved east until she encountered the Parthian Empire, another enemy she was unable to conquer. In some ways, the empire had grown too large to control and even the fine highway system Rome had constructed could not keep the empire together. Eventually, to better govern the empire, the emperors divided it into two parts—an eastern and western portion. That strategy, however, failed when barbarian tribes outside the empire began to press against it. In A.D. 476 the western half of the empire fell to the barbarians and the eternal city of Rome ceased to be the center of the western world.

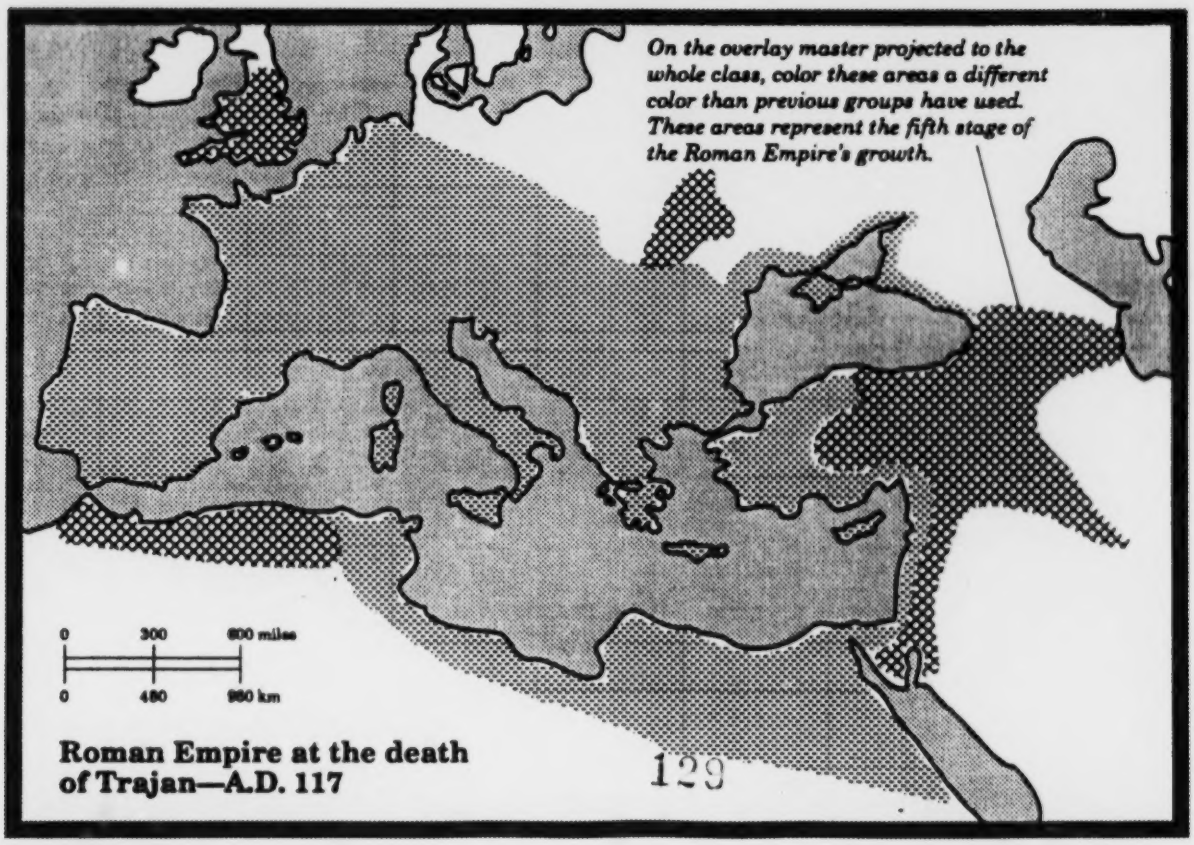
**Directions for presentation:**

1. What significant country so important in American history did Rome conquer in A.D. 117? Have the students shade in this area.

2. What empire did not give in to Rome? Point out where it is located.

3. What did the Roman emperors do to try to govern the empire better? Why did this strategy fail? Point out the areas concerned on the Fill-in Expansion Map transparency.

4. Using the map, point out what happened to Rome in A.D. 476. Speculate on why as you point out the area that now entered the Dark Ages.


*On the overlay master projected to the whole class, color these areas a different color than previous groups have used. These areas represent the fifth stage of the Roman Empire's growth.*
0 300 600 miles
0 480 960 km

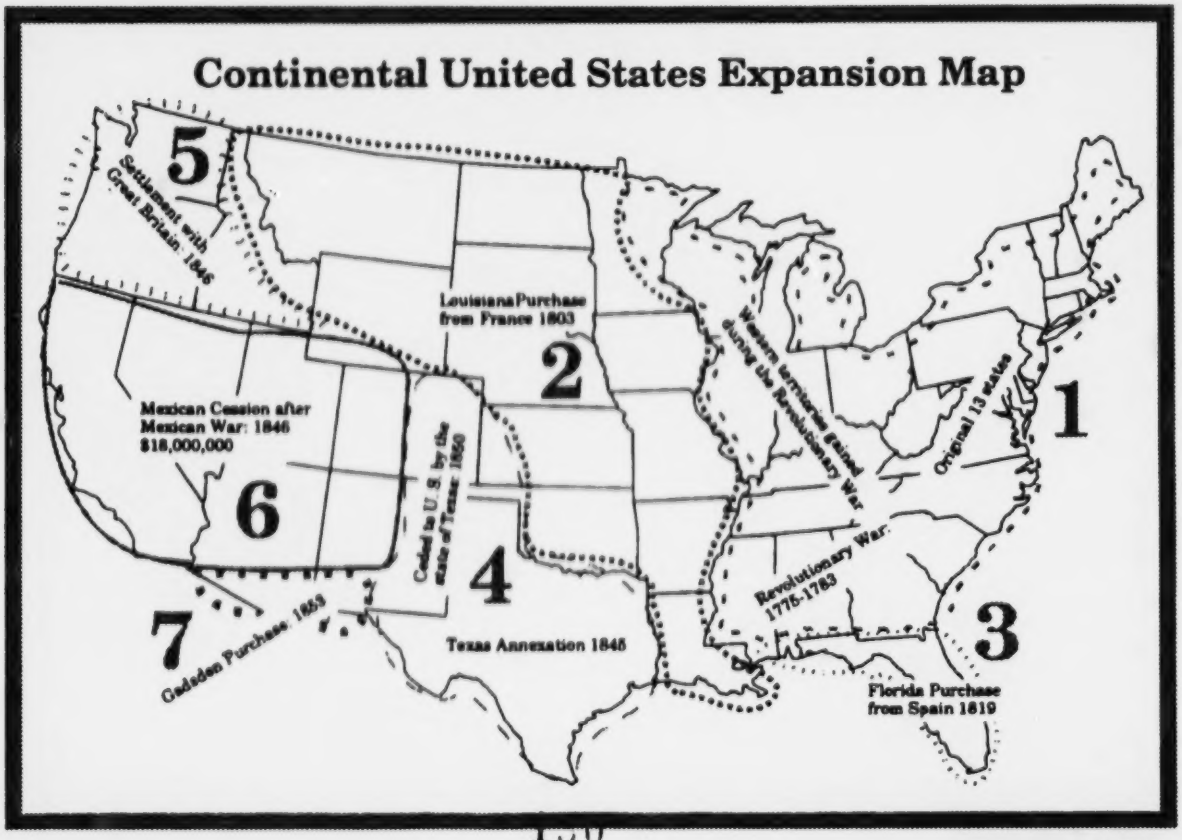
**Roman Empire at the death of Trajan—A.D. 117**

# EXPANSION MAP EXERCISE 6

**Introduction** Just as the Roman Empire expanded to multiply its territory in five stages over several hundred years, so did America in even a shorter time. Although the two countries' histories differ considerably, it is interesting to look at a map of the two and to compare how they went from a relatively small coastal area country to a huge country stretching across many diverse geographical areas whose native populations were to be either assimilated into the conquering nation or completely submerged to the point of elimination. Each, too, finally ran into limiting factors that caused their expansion to stop.

**Directions for presentation:**

1. Point out on the overhead transparency how the Roman Empire expanded in five steps. (The preceding five gens will have used five different colors.)
2. Next your group, possibly with your teacher's help, should point out on the Continental United States Expansion Map the seven-step expansion of the United States across the North American continent.
3. Point out the factors that finally stopped Rome. Do the same with the United States.
4. Do you think world history will ever see again a giant empire such as Rome? Why, or why not?
5. Would it be good for the world to have one set of laws—and one language—such as the Romans gave its provinces? Why or why not?



# ROMAN PROVINCES: Colossus Map Exercise - 1

## Introduction to Colossus Map

To understand the Roman Empire you need to learn the many particulars of its geography. You will have an opportunity to do this by completing part of a Colossus Map showing all the provinces of the Roman Empire. You will fill in your area with cities, physical features, and products. Read the following as background for your gen assignment. As you read, underline the provinces on your ROMAN PROVINCES MAP. Use a current globe or map of the Mediterranean area to compare these areas with modern-day countries.

## What were the provinces like?

Outside Italy lay the many provinces of the Roman Empire. Most of these lands came under Roman control as the Roman army conquered more and more territory. As the Romans conquered each country, they gave it a set of rules called *lex provinciae* that listed the country's important contributions to the empire, its rights and duties, and what it would owe in taxes to Rome. The Romans taxed the people, built new roads, bridges and aqueducts to link towns, and established the same political and legal system across the empire. People throughout most of the empire spoke the Roman language, Latin. In the east, however, Greek was the preferred language. In A.D. 212 Emperor Caracalla invested citizenship to all the people except slaves and Egyptians. Before that, people had to earn the right to be a citizen of Rome.

Most of the provinces around the shores of the Mediterranean shared the same climate—hot, dry summers and mild winters, much like the weather in the southwestern United States. North of the Alps, however, were the rainy forests and marshlands of Germany, Gaul, and Britain. To the south the empire included the burning sands of the Sahara, Libyan, and Arabian deserts. Every region of the empire had its own customs and traditions. It was only by respecting these unique qualities that the Romans maintained control over their enormous empire.

## Where were the provinces?

A good way to understand how many lands and people the Roman Empire controlled is to call the roll of the provinces during the second century. Sometimes it is hard to remember that the Roman Empire stretched across three continents—Europe, Asia, and Africa. All the lands around the Mediterranean Sea (the Roman Lake) were ruled from Rome.

## The provinces in the west

Western Europe was divided into many different provinces and the people in this region were either of Italian or Celtic origin. The Rhine River formed the northern border of the Roman's western empire and the Danube River formed a barrier that the Romans seldom crossed. The German chieftain, Arminius (Hermann), stopped the Roman push into Germany in A.D. 9. Later emperors such as Trajan, however, were able to push north of the Danube a century later and founded the province of Dacia. Let's look at the eight provinces in Western Europe.

**Italia** Of course, the most important province and the real center of the empire was the Italian Peninsula. The empire began there, and the first citizens lived there.

**Britannia** Though Julius Caesar had landed in Britain in 55 B.C., it was not conquered until A.D. 43 by Emperor Claudius. The relationship between the Britons and the Romans was never peaceful, even though the Romans prized British lead, gold, iron, coal, and tin. Roman power extended as far north as the

# ROMAN PROVINCES: Colossus Map Exercise - 2

Scottish border where emperors Hadrian and Antonius built walls to keep out the hostile Picts (Scots). Eventually, the Romans abandoned this province as the barbarian invasions began.

**Gaul** This very large province included the modern-day nations of France, Belgium, and Luxembourg, as well as the southern Netherlands, and bits of Germany and Switzerland. The Romans had long ruled southern Gaul where large cities like Massilia were important trading centers for goods and culture. There were no large cities in the northern part of the province, conquered by Julius Caesar. The Celts adopted Roman ways and trade, and farming flourished here. Italians highly prized the pottery, glassware, and woolen cloth from Gaul. The Romans always stationed troops along the Rhine River to prevent the barbarian Germans from attacking Roman and Celtic towns and villages.

**Hispania** The province of Spain occupied the whole Iberian Peninsula. This rich land provided gold, silver, and iron from its mines. This region had been part of the Carthaginian Empire before its conquest by Rome and quickly became a very important trading center for the Roman world.

**Raetia and Noricum** The Alpine region was divided into two provinces roughly corresponding to today's Switzerland and Austria, with a small area of Germany. Troops were always stationed here for defense.

**Pannonia and Illyricum** These frontier provinces occupied the territory of modern-day Hungary and the western portion of Yugoslavia. Pannonia was situated between the Danube and Sava rivers; Illyricum was on the east coast of the Adriatic. These provinces were always on the alert for marauding barbarians.

## The provinces in the east

Rome's eastern provinces were largely the remains of Alexander the Great's old empire and in many ways were very different from the west. Even though Rome ruled this region, the people kept their Greek language and way of life. Most of the cities in this area were older than Rome and many were wealthy trading centers. Moreover, this was the richest region in the empire. Most of the luxury goods that moved toward Rome passed through these eastern centers. One problem existed for these people—the Parthians (Persians), who lived just beyond the border, were a constant threat. Rome's legions were always on guard against these enemies whom Rome was never able to conquer. Provinces in the east were smaller and more numerous. We will find 18 provinces here.

**Dacia, Moesia, and Thrace** These frontier provinces formed a buffer zone between the barbarians and the more civilized eastern cities.

**Macedonia, Epirus, and Achaea (Greece)** These provinces had a long history before the founding of Rome. The Romans copied many of the ideas perfected by the ancient Greeks. Most Greeks felt superior to the Romans because their literature, their science, and their philosophy were much better in many ways. The Romans, on the other hand, had proved best in the one way that counted—in battle. When the Romans had fought the Greeks they destroyed the beautiful city of Corinth as a punishment and carried away all its art treasures to beautify Rome.

**Asia, Bithynia, Pontus, Cappadocia, Galatia, Lycia, and Cilicia** These provinces occupied the modern nation of Turkey and were among the richest real estate in the

empire. Consequently, the province of Asia was the one province every wealthy Roman hoped to govern because he knew he would be able to double or triple his income in just one year.

**Syria and Judea** Syria was an ancient land with major trading centers that brought goods from as far away as India and China within reach of the Romans. Judea, however, was a problem for Rome. Usually, the Romans had no trouble accepting other peoples' religions. Most people in the empire were free to practice their own religions provided they would also worship the emperor. Few religions had trouble with the idea of a "god-king" who required some sacrifice. Still, the Jews of Judea had a commandment that forbade the worship of "graven images" like statues of the emperor and, therefore, Jews could not offer sacrifice to the emperor. Interpreting this as treason ***rather than*** religious feelings, the Romans were never sympathetic to the Jews and finally forced them into a rebellion. During this war, the Romans captured the city of Jerusalem, destroyed the Holy Jewish Temple, and caused most Jews to flee for their lives, leaving their homeland and settling all over the empire. (Jews call this scattering the "Diaspora.")

**Arabia** This small triangular province bordering the Red Sea was never very important except that it controlled valuable trade routes from the south. Spices, like frankincense and myrrh, came up the Arabian Peninsula and found their way to Rome through this province.

**Mesopotamia and Assyria** These provinces, like the barbarian north, were never really a permanent part of the empire. These ancient lands of Sumeria and Babylonia were sometimes part of the Roman Empire and sometimes part of the Parthian Empire.

## The provinces in the south

Rome ruled the whole Mediterranean and its interior along the coast of Africa—from west to east. The African provinces were rich in grain, vines, and olives. Actually, the land was much more fertile then than it is now. Many fine cities such as Timgad (in modern Algeria), Leptis Magna (in modern Libya), and Alexandria (Egypt) were richly adorned with temples, baths, and other public buildings. Some Roman legions were always stationed in these provinces to prevent marauding desert tribes from attacking Roman trade routes and urban centers.

**Mauritania, Numidia, and Africa** These provinces correspond to modern-day Morocco, coastal Algeria, and the nation of Tunisia. The old city of Carthage had been destroyed, but other cities had taken her place as trading centers.

**Cyrenaica and Egypt** Coastal Libya and the modern nation of Egypt are encompassed in these two provinces. Egypt was one of the wealthiest units in the empire. The Roman emperor ruled here much as the pharaohs had. The Egyptians were his personal property. When Caracalla gave citizenship to all the people of the empire in A.D. 212 he exempted slaves and the Egyptians. Alexandria, Egypt's capital, was one of the empire's major cities.

## Products of the provinces

Juvenal, a Roman writer, complained that the Romans were interested in nothing but bread and circuses. The *annona*—the free bread distributed by the government to the people—was the primary food source for most Romans. Along with wine and olive oil, grain was one of the three primary crops of the empire.

# ROMAN PROVINCES: Colossus Map Exercise - 4

Certain provinces were particularly productive in the trade revolving around these staples. Egypt, Africa, Babylonia, and Hispania were the primary grain producers. Furthermore, the historian Josephus claimed that Egypt alone produced enough grain to feed Rome for four months of every year. It took 14 *million* bushels of wheat a year to feed the people of Rome in Augustus' time. The Romans also imported some grain from Scythia (modern-day Ukraine) through the Black Sea. The primary wine producers were southwestern Gaul, southern Hispania, Syria, the Aegean Islands, and Asia. The region along the Rhine River near the German border produced some wine. Olive oil was a major product in Syria, southern Hispania, and Greece (Achaea). All these crops were also raised in the province of Italy.

Each province also produced a number of trading products that were essential to the economic well-being of the empire:

- ***Britannia*** Tin, iron, lead, copper, wool, hides
- ***Gaul*** Gold, silver, iron, pottery, glass, wool, linen, marble
- ***Roman Germania*** Glass, metals, wool
- ***Hispania*** Gold, silver, iron, copper, tin, lead, fruit, horses, marble, linen, pottery
- ***Mauritania*** Timber, wild animals
- ***Africa*** Marble, wool, pottery, ivory, ostriches, purple-dye, wild animals
- ***Egypt*** Glass, linen, textiles, drugs, papyrus, wild animals, porphyry, silphium (medicinal herb), timber
- ***Syria/Judea*** Wool, purple-dye, linen, glass, pottery, timber, leather goods
- ***Asia*** Wool, linen, marble, pottery, parchment, timber, horses, emeralds, gold, silver, iron
- ***Achaea/Macedonia/Thrace (Greece)*** Honey, linen, purple-dye, pottery, marble, grain, fish, gold, silver, iron, lead, horses
- ***Dacia*** Gold, timber, horses, salt
- ***Cisalpine Gaul/Italy*** Gold, iron, metals, hides, timber
- ***Italy/Sardinia/Sicily*** Iron, wine, oil, grain, glass, pottery, marble, wool, linen, fruit, sulfur
- ***Mesopotamia*** Metals, bitumen, precious stones

From outside the empire:

- ***Free Germania*** Amber, hides, horses, leather
- ***Scythia*** Grain, honey, hemp, nuts, hides
- ***Caucasus*** Iron
- ***Armenia*** Iron
- ***China*** Silk
- ***Arabia*** Asphalt
- ***Yemen*** Frankincense and other perfumes
- ***Central Africa*** Ivory

## Governing the provinces

Governors, called proconsuls, ruled the provinces. They were assisted by officials and the soldiers of the Roman legions. Each year a new governor, usually an ex-consul or ex-praetor, came to the province as the ruler. For his brief term of office, he had almost unlimited power. No one, except a Roman citizen, could appeal his decisions. The province had its charter, of course, but this was often just a scrap of paper and, don't forget, the governor had an army to enforce his rulings. The governor had only one year to make the fortune he needed to pay back his debts in Rome—debts he got by running for public office. Governors tried to earn as much money as possible at the expense of their provincial citizens. It was no small wonder that the governors sent out by the Senate, and later by the emperors, were not often very popular.

Toward the end of the empire, the Roman provinces were grouped into 13 dioceses, which were further combined into four prefectures: Gaul, Italy, Illyricum, and the East. The

# ROMAN PROVINCES: Colossus Map Exercise - 5

richest provinces were in the eastern Mediterranean, but an enterprising governor could make a fortune in any province.

Your gen will be appointed to govern one of the following groups of provinces:

- **Region 1:** Britannia, Gaul, and Hispania
- **Region 2:** Italia, Raetia, Noricum, Pannonia, and Illyricum
- **Region 3:** Dacia, Moesia, Thrace, Macedonia, Epirus, and Achaea
- **Region 4:** Asia, Bithynia, Pontus, Cappadocia, Galatia, and Cilicia
- **Region 5:** Syria, Mesopotamia, Assyria, Judea, and Arabia
- **Region 6:** Egypt, Cyrenaica, Africa, Numidia, and Mauritania

## Colossus map construction

Once your gen has its region, you will be ready to complete your part of the Colossus Map. (Your teacher will explain the materials you will need to complete this assignment.) Follow these directions:

Divide your members into sub-gens. Give each sub-gen one of the following assignments:

a. List all of the provinces in the region and major cities. Then, place these on the gen's part of the Colossus Map.
b. List major physical features—rivers, mountains, forests—plus any major man-made features such as highways, aqueducts, bridges, or defensive walls.
c. List all major products produced in the region and place on the map. Use the Legend Key developed by the class to indicate the trade products found in your assigned region.

# DECLINE OF ROME - 1

Most scholars agree that no single problem caused the decline of Rome. Instead, they think that many political, economic, and social problems, both internal and external, gradually destroyed the strength of the Roman Empire. The following may help you to understand some of these problems as you list them on the STUDENT SUMMARY WORKSHEET.

## Internal causes

**Political**

1. Rome tried to rule the entire Mediterranean world with a government that was originally designed for a small city-state. The miracle was that it worked for about 600 years. Also, in an age of slow transportation, the empire grew too fast and became too large. Roman citizens gradually lost their feelings of responsibility toward their government. They expected the emperor to look after their needs, but the vast size of the empire and widespread corruption made efficient government difficult, even under good rulers.
2. Another political weakness was the lack of a fixed succession to the throne. In other words, no one really knew who was supposed to be the next emperor, and so after about A.D. 200 the army made and unmade emperors as it wished. The Praetorian Guard, stationed near Rome, became the greatest single force in deciding who should be emperor. Later the legions competed among themselves in placing their generals on the throne. In addition, the army had been transformed from a citizen group to a ruthless professional force, many of whom were barbarians—Goths and Germans.
3. When the empire divided under Diocletian, it hurt the western half of the Roman world because the best administrators and generals served the eastern emperor. Just when the invasions of the empire were strongest, Rome suffered from a lack of capable leaders. Furthermore, as Roman authority weakened, some powerful local leaders withdrew their support from Rome and set up their own independent states.

**Economic**

1. The most serious problems of the empire were economic. Government expenses were heavy. Taxes had to finance the construction of public buildings, the purchase of grain for the poor, the maintenance of the army, and, in the later empire, the cost of two imperial courts—one in the east and one in the west. Since most of the empire's wealth came from the eastern provinces, when the empire was divided, Rome found itself without enough of the income it desperately needed. Even unbearably heavy taxes could not produce enough money to run the government. For centuries the Roman government kept itself going by taking advantage of the eastern part of the empire. By the time of Diocletian, however, this source of revenue was exhausted. Civil wars and German invasions hurt trade and agriculture and made tax collection even more difficult.
2. Some emperors tried to fix prices and control business activity, but they failed. Roads and bridges were left unrepaired and there was an increase in crime. The harder it became to travel, the harder it was to conduct trade. When trade declined, manufacturing suffered. Eventually, nearly all trade and manufacturing disappeared, and towns began to lose their populations. As commerce declined throughout the empire, prices rose beyond control. Short-sighted Roman leaders began to destroy the value of the money supply by using valueless metals to make coins. As a result, the money became worthless. Heavy taxation practi-

cally destroyed the middle-class Romans. The payment of taxes and salaries during this time was often made in food or in clothing. By the end of the empire, the economy in many areas had been reduced to a barter system. In the cities, heavy taxes and high unemployment contributed to declining prosperity. The idleness of the wealthy and the expense of providing free grain to the poor further drained Roman resources.

3. Agriculture suffered the same fate as trade and commerce. Nearly all land in the empire had come under the control of a small group of aristocrats. Agriculture, the major contributor to the Roman economy, mainly consisted of large estates called latifundia. Still, the total area of land that was under cultivation steadily declined. Small farmers—once the strength of the empire—gradually lost their lands. These farmers were often forced either to rent land from the large landowners or to flee to the cities where they were forced to join the growing ranks of the unemployed. Eventually, the half-free peasants on the large estates became tied to the land, and the latifundia were converted to the production of olives and grapes. Basically, the Roman economy did not produce enough wealth to support a great civilization. What wealth was produced went into too few hands.

**Social**

1. The loyalty and civic pride that had once kept Rome strong had gradually decayed. For example, because citizens evaded military service many foreigners who had little loyalty to Rome had to be recruited as soldiers. These soldiers lacked the discipline and patriotism of the armies that had conquered the Mediterranean world. Because of this, they were no match for the well-trained Germans who were inspired by loyalty to their chiefs.
2. The mixture of many cultures, religions, and national groups proved to be both a strength and a weakness for Rome. Newcomers to the empire, like the Germans, had greater physical strength and higher moral standards. However, when great numbers came into the empire, Roman culture could not absorb them and the barbarians did not develop any real loyalty to the Roman government.
3. Another social problem was the decline in morality throughout the empire. Earlier Romans had been stern, virtuous, hard-working, and patriotic. They had had a strong sense of duty and believed in serving their government. These qualities were not present in the later days of the empire. Romans lost their patriotism, took little interest in the government, and lacked political honesty. In times of difficulty, troops deserted their legions and frontier posts were abandoned.
4. Christianity was also an influence that produced mixed results. On the one hand it produced citizens who were honest, hard-working, and obedient, but it preached against the traditional emperor worship and war which weakened both the government and the army.
5. Slavery was another problem that weakened the Roman society and way of life. It had produced a class of people who were always discontent and who often revolted. By replacing the small farmers on the latifundia, slavery created an unemployed mob who moved into the cities. Even though the Roman government tried many different ways to keep the situation under control, including the distribution of free grain and entertainment to the poor, the problem of the unemployed poor in the cities was never solved.
6. Devastating epidemics swept through the western provinces in the fourth century and made the situation worse. The wide-

spread use of lead plumbing and pewter dishware may have contributed to a general decline in the health of the average Roman. A sharp decline in birthrates among Roman citizens of the later empire may also have been the result of serious lead poisoning or other health problems.

## External causes

### Barbarian invasions

1. Between the third and fifth centuries, invaders overran the borders of Rome. The Huns, fierce warriors from Central Asia, pushed across the Volga River and threatened the Gothic tribes of Eastern Europe—the Ostrogoths and Visigoths. To obtain safety, these tribes petitioned Rome for help. The Romans granted the Visigoths permission to cross the Danube River and promised to support them. However, the Romans failed to live up to their promises of land and food for the Goths and, under the leadership of Alaric, these German tribesmen rose up and defeated the Roman army at Adrianople, killing the emperor. This decisive defeat signaled to the barbarian world that Rome was no longer unbeatable and a flood of barbarian tribes crossed the border.
2. The Huns, the Ostrogoths, the Burgundians, the Lombards, the Vandals, and the Franks all entered the empire. In 410, the Visigoths captured Rome and sacked the ancient city, and by the mid-400s Germanic tribes had claimed large parts of the western empire. The eastern half was stronger and more prosperous and was able to resist the outsiders, but the city of Rome was not. In 455, the Vandals sacked and pillaged the city again. In 476, a German general, Odoacer, removed the last western emperor, Romulus Augustulus, from the throne and declared himself king. Other Germanic kingdoms were soon carved out of the remaining land of the Western Empire and the once-great Roman Empire ended.
3. Undoubtedly the barbarian invasions played an important role in Rome's collapse. However, barbarian tribes had lived on the frontiers throughout both the Roman Republic and the Roman Empire. Not until the empire had declined were the barbarians able to break through the frontiers.

*Roman soldiers who fought against the barbarian invasions.*

# Student Summary Worksheet

## Why Did Rome Decline?

**Directions:** Neatly fill in the boxes as you read the DECLINE OF ROME essay. Then share this worksheet with other gen members to insure that you are all accurate.

## Internal causes

### Political

| | | |
|---|---|---|
| 1 | 2 | 3 |

### Economic

| | | |
|---|---|---|
| 1 | 2 | 3 |

### Social

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

## External causes

### Barbarian invasions

| | | |
|---|---|---|
| 1 | 2 | 3 |

# ROMAN EMPIRE: Historical Review

**Instructions:** Read along with your teacher as he/she explains the events of each paragraph's time period. Fill in the appropriate blanks on your ROMAN EMPIRE HISTORY TIMELINE.

*Coin honoring Julius Caesar*

After the assassination of Julius Caesar, more civil wars followed. The Second Triumvirate of Mark Antony, Octavian, and Lepidus did not last long. After the naval defeat of Antony and Cleopatra at Actium in 31 B.C., Octavian became the sole ruler of the republic. The Senate proclaimed him imperator, princeps, and Augustus Caesar. The period known as the Roman Empire began with Octavian as its first emperor (31 B.C.-A.D. 14).

Augustus' family ruled as emperors until A.D. 68. Known as the Julian-Claudians, the family provided some of Rome's worst rulers—Tiberius, Caligula, and Nero. Besides Augustus, only his grandson Claudius proved to be a capable ruler and he, unfortunately, was murdered. In A.D. 68, Nero committed suicide and the various Roman legions crowned their generals as the new ruler. That year Rome had four different rulers, all fighting with each other for the throne.

Gradually, a long period of peace and prosperity came about under a group of rulers known as the "Good Emperors"—Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. During the nearly 100 years that they ruled Rome, the empire continued to increase in size and wealth. After the death of Marcus Aurelius in A.D. 180, the empire underwent a long period of confusion and decline.

By the third century, Rome began to have serious problems. Rival generals supported by different army legions struggled to become emperor while prices rose and the empire became more difficult to govern. Barbarians from the east and north attacked the empire along its frontiers. Christians were sometimes blamed for the problems, and many were put to death in the arena. Finally, Emperor Diocletian (284-305) tried to bring some order to the situation. He fixed prices and successfully kept the barbarians out of the empire. To make governing easier, Diocletian split the empire so that there were two emperors, one in the east and one in the west.

Emperor Constantine (306-337) made Christianity legal. He reunited the empire and built a new capital, Constantinople, in the east. After his death the empire was divided again. The eastern portion became known as the Byzantine Empire. In the western portion, barbarian tribes began to tear it apart, capturing and sacking Rome in 410. The western emperor and his court had already left Rome for a new capital, Ravenna, in northern Italy. In 476 a German general forced the last emperor, Romulus Augustulus, to step aside and took the crown for himself. The western empire of Rome had fallen. In the east, however, the Byzantine Empire continued to exist for 1,000 more years, finally being overrun by the Turks in 1453.

# Roman Empire History Timeline

Student Notesheet

| Year | Event | Persons/People | Additional notes |
|---|---|---|---|
| 31 B.C. | Republic becomes an empire. First emperor is selected. | Octavian | |
| A.D. 68 | Suicide of Nero ends "bad" ruler period. | Tiberius, Nero, Caligula | |
| A.D. 180 | Long period of good emperors | Nerva, Trajan, Hadrian, Antoninus Pius, Marcus Aurelius | |
| A.D. 200 | Death of Marcus produces confusion and civil war | Generals, barbarians | |
| A.D. 284 | Roman Empire splits into Eastern and Western halves | Diocletian, Christians, barbarians | |
| A.D. 306 | Roman Empire reunites under Constantine; capital moved east to Constantinople. | Constantine | |
| A.D. 337 | Constantine dies; Empire split again into East and West. | Eastern Empire becomes the Byzantine Empire. | |
| A.D. 410 | Rome is captured and sacked by barbarians; capital is moved to Ravenna in Northern Italy. | Barbarians threaten to take over in the West. | |
| A.D. 476 | Last western Roman emperor, Romulus Augustulus, is dethroned by a German general. | Barbarians win, and the Dark Ages begin in Europe. | |

# ALL ROADS LEAD TO ROME:
## Take-Home Test - 1

Real Name _____ Roman Name _____

**Instructions:** Each gen should divide the responsibility for the following questions among its members. Members should consult atlases, textbooks, notes, and any other sources for the answers. Prior to grading, the teacher will allow gens to individually hold a short meeting to help one another complete this sheet. Then all gen answer sheets will be exchanged with another gen and graded. The gen with the highest average score will receive a corona and a doubling of its score bonus.

1. Historians called it "The Roman Lake." What is its modern-day name?

2. Name five present-day countries whose boundaries lie *entirely* within the borders of the Roman Empire.

   1.

   2.

   3.

   4.

   5.

3. Name four European countries that were never a part of the Roman Empire.

   1.

   2.

   3.

   4.

4. Why do you imagine these nations remained outside of the empire's rule?

5. The sea journey from Rome to Antioch took at least two weeks if the weather was good. Approximately how many miles were traveled in this trip? (Do remember you're traveling by sea, so you will need to find a passable route. Also, remember to refer to a map's legend to determine mileage.)

6. Journeys by land could cover at most between 20 and 40 miles a day. You're traveling from Rome to Gades. How many days will this journey take you if you average 30 miles a day?

# ALL ROADS LEAD TO ROME:
## Take-Home Test - 2

7. Its modern name is the North Sea. What did the Romans call it?

8. Rivers were important means of transportation for the Romans. The Rhine, the Rhone, the Ebro, the Po, the Nile are modern rivers that once served the Roman Empire. What were their Roman names?

   Rhine

   Rhone

   Ebro

   Po

   Nile

Many modern-day cities take their names from the ancient Roman names. At first glance they don't sound similar, but repeat the Latin names several times and you'll discover clues to their modern name:

| | Roman name | Province | Modern name |
|---|---|---|---|
| 9. | Londinium | Britannia | |
| 10. | Massilia | Gaul | |
| 11. | Colonia Agrippinensis | Gaul | |
| 12. | Barcino | Hispania | |
| 13. | Caesar Augusta | Hispania | |
| 14. | Brundisium | Italia | |
| 15. | Tingis | Mauritania | |

Europe takes its name from the story of Europa in Greek mythology. The other two major continents of the eastern hemisphere got their names from Roman provinces. Locate those two Roman provinces and name the modern-day countries in which they are located.

| | Continent/Roman province | Modern-day nation |
|---|---|---|
| 16. | Asia | |
| 17. | Africa | |

18. According to your map, the Roman Empire stretched from the Atlantic Ocean to the Caspian Sea. Across how many miles did the empire stretch?

19. How does that compare with the size of the continental United States (not including Alaska and Hawaii)?

20. Why was the geographic location of Italy and Rome perfect for ruling this empire?

Via V: History Mystery

## Via V: History Mystery: *Who Killed Mama Roma?*

This Via is designed to be very playful (to say the least), but it has a very serious purpose—to reinforce the understandings gained in Via IV about the Roman Empire and its decline. The Via is in the form of a one-scene play concerning a "wake" for Mama Roma. Speaking at this wake are various caricatures of important historical stereotypes—all of whom were involved in the demise of Rome. You should appoint your best dramatic readers to the main roles as well as being prepared to play a character, yourself, who sets the scene and who summarizes its importance.

### Before Day 1

1. Duplicate the following:
   - VOCABULARY LIST (one per student)
   - INVITATION (one per student)
   - CHARACTER DIALOGS (one per character)
   - CAST OF CHARACTERS (one per gen)
   - WHO KILLED ROME? CLUE CHART (one per student)

2. Decide which students you wish to perform the speaking parts—except Dr. Antiqua Historia whom you will play—see CAST OF CHARACTERS. *Be sure to select capable students who will be dramatic and enthusiastic readers and can generate excitement for this activity. The role of Justina Code is particularly demanding. They will need to become very familiar with their parts for the day of the wake, next hour.*

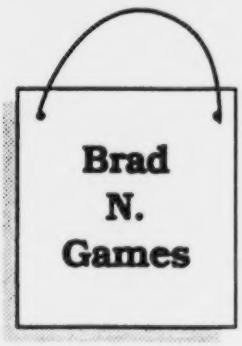
#### Day 1

1. Pass out one VOCABULARY LIST to each student. Explain that since the play coming up is based on these terms, they should study the definitions before the next hour's performance.

2. Distribute and have students read the INVITATION. Encourage them also to spend time studying the VOCABULARY LIST.

3. Allow time for students to read this information (You may wish to read these aloud)—especially the vocabulary—as doing so will set the stage, motivate, and help students understand the mystery's characters and clues.

# GUIDELINES/DAILY DIRECTIONS - 2




4. Give your selected students the CHARACTER DIALOGS handouts.

5. Have the characters prepare large character name cards that they can wear around their necks so that other students can keep track of which character is speaking.

***Note:*** *Encourage students assigned to be characters to dress for their parts or make themselves look distinctive according to how they interpret their character and to practice reading their parts before the next hour.*

6. Distribute a copy of the CAST OF CHARACTERS to each gen. Tell groups to figure out which character matches which historical VOCABULARY LIST term and to write it in the space provided. This activity will help students make the connection between the upcoming mystery and history next hour.

**Day 2**

1. Distribute the note-taking WHO KILLED ROME? CLUE CHART to all students as they come into class.

2. Inform all students with character parts that they will need to listen carefully to all the dialogs as they progress to determine the best time to speak their character's next part. Advise students to listen for accusations by characters as a clue to when they might speak or respond.

3. Encourage characters to improvise their parts without changing the meaning or intent of the dialogs.

*Encourage students to work to get "into" their characters so that they enjoy themselves while holding listeners' attention. Information on how Romans dressed is in Via VII: Banquet. You could combine the play with the Banquet activities.*

4. Each character should read his/her part in the order it is written on the CHARACTER DIALOG handout—that is, in 1,2,3,4 fashion. *They should not skip around.*

5. Tell non-role playing students they should take notes on their WHO KILLED ROME? CLUE CHARTS. These notes will serve them later when the wake activity has been completed.

# GUIDELINES/DAILY DIRECTIONS - 3

6. Follow this order for speakers:

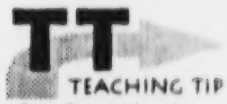
   a. **Westin** will speak his #1 dialog to begin the wake dialog sequence.

   b. Next, you will deliver **Dr. Antiqua Historia's** part.

   c. At this point any character may speak his/her first dialog selection. Students will then speak up according to when they feel their next part would be appropriate. Make sure that students understand that they should space their speeches out so that all characters get their chance to speak at regular intervals.

7. After all dialogs (except Dr. Antiqua Historia's) have been spoken, give gen members a chance to meet and compare notes.

8. After gen members decide who their number one suspect is, have the chairperson write a "brief" naming the gen's suspect, elaborating on clues (evidence) and motives that led to their conclusion. Encourage the chairpersons to write persuasively.




***Note:** An alternative to this procedure is to have all members write their opinions and then have each gen pick the best brief the next hour.*

**Day 3**

1. Have all gens present their individual "briefs" to the class, giving a thorough account of their reasons for making their accusation. Award denarii in amounts that are commensurate with the effort and quality of each gen's brief.

2. After gens have presented all briefs, you, as Dr. Antiqua Historia, will commence with her closing dialog. At this point the activity is completed. You may wish to follow-up with an assignment that provides for individual student accountability, such as an essay test on the fall of Rome.

3. Award the Corona Vallaris to the winning gen.

**Latifundia** These large estates owned by the Roman aristocracy were used to grow the luxury crops of Italian agriculture—olives and grapes. Slaves or peasant populations similar to medieval serfs worked the estates.

**Bread and games** This was a governmental policy of ancient Rome to keep the lower classes content with free bread and entertainment.

**On the dole** A gift of government funds that was distributed to the unemployed or needy to keep them from revolting.

**Western Roman Empire** A purely administrative division of the Roman Empire designed by Emperor Diocletian in A.D. 286. This division was devised to provide a more stable government and a more reliable army. Undoubtedly, the empire lasted longer as a result of this move. Though the western portion was larger, it had more serious troubles. The peasants in Gaul revolted and the province of Britain was under attack. The first western Roman emperor, Maximian, made Mediolanum (modern Milan) his capital. Constantine reunited the empire in A.D. 324, but by A.D. 400, in effect, two empires existed—one in the west and one in the east. The one in the west grew constantly weaker and power shifted to the east, where there was greater wealth.

**Eastern Roman Empire** A purely administrative division of the Roman Empire designed by Emperor Diocletian in A.D. 286. This division was devised to provide a more stable government and a more reliable army. Undoubtedly, the empire lasted longer as a result of this move. Though smaller than the west, the eastern empire was richer and more peaceful. Nicomedia was its first capital and finally Constantinople became the seat of government. Constantine reunited the empire in A.D. 324, but by A.D. 400, in effect, two empires existed—one in the west and one in the east. The one in the west grew constantly weaker and power shifted to the east, where there was greater wealth.

**Birth rate** This rate is one of the factors which determines whether a population grows or declines. In Rome this was a serious concern, as a shortage of children meant a shortage of soldiers. Rome took care of poor families with children because those poor children grew up to be Roman soldiers. The death rate in ancient Rome was much higher than in today's technological societies and the life expectancy was lower as well. Some historians credit the declining birth rate in the Roman Empire to lead poisoning. This theory suggests that as large cities in the empire grew wealthy and sophisticated enough to develop central water supplies, they began to use lead pipes to accomplish this feat. This slowly subjected many Romans to chronic lead poisoning and helped, unknowingly, to lower fertility.

**Visigoths** A tribe of Germanic barbarians who were invited into the Roman Empire in A.D. 376. After the Roman government failed to live up to promises of food and land, the Visigoths revolted and annihilated a Roman army at Adrianople in A.D. 378. This defeat signaled other barbarian tribes to enter the empire. The Visigoths were the first of the barbarians to sack the city of Rome in A.D. 410. Eventually, the Visigoths conquered Spain and established a kingdom there that lasted until the Muslims conquered them in A.D. 732.

**Huns** Fierce nomadic people from Central Asia who attacked the German tribes of Eastern Europe. They were superb riders and cruel warriors. They easily defeated the Ostrogoths, a German tribe that lived north of the Black Sea. They conquered most of East-

ern Europe and under their leader Attila, the "Scourge of God," they crossed the Rhine. At the battle of Troyes in A.D. 451 Rome and its allies stopped the Hun advance. Although not defeated, Attila withdrew his forces. When he died not long after this battle, the Hun Empire collapsed.

**Justinian Code** This was an immense collection and codification of earlier Roman laws made by Emperor Justinian (527-565) during the Byzantine Empire. Rome had already fallen, but her legal system and laws passed on to Medieval Europe and eventually to the modern nations of today. Roman law, through Justinian's Code, has proved to be extremely influential in shaping the law codes of many modern nations.

**Lead poisoning** When the human system absorbs lead, results are severe pain, a dark line along the gums, and local muscular paralysis. Chronic lead poisoning can lead to sterility and ultimately to death. Some biohistorians believe that the widespread use of lead plumbing and dishware may have contributed to a general malaise in the health of the average Roman. The sharp decline in birth rates among Roman citizens of the later empire may also have been the result of serious lead poisoning or other health problems. These scientist-historians believe that this decline in health resulted in the political and economic decline of the empire.

**Slavery** Many historians feel that slavery helped to weaken Roman life in many ways. It had produced a class of people who were always discontented and often in revolt. No other society in the world depended so much on slaves to do all the manual labor. By the first century it is estimated that there were 400,000 slaves in Rome. The use of so many slaves meant that even many ordinary citizens did not have to work. Besides slaves in the city, there were many slaves in the rural areas. They replaced many of the small farmers in the country, thus creating a mob of unemployed in the cities. Despite measures taken by the Roman government, including the distribution of free grain and entertainment to the poor, they never solved the problem of the unemployed urban poor.

**Army** The Roman Army had once been the strongest factor in building the empire. Now, like so much else in Roman life, the army had declined as well. For much of the empire's history, the army made and unmade emperors as it wished, which contributed to the political decline of Rome. By the end of the empire, the legions competed among themselves in placing their generals on the throne. In addition, the army had transformed from a citizen group to ruthless professional force, many of whom were non-Romans or barbarians. Because citizens evaded military service, soldiers were increasingly recruited from foreign barbarians who had little loyalty to Rome and her way of life. These troops lacked the discipline and patriotism of the armies that had conquered the Mediterranean world. As a result, they were no match for the well-trained Germans when they invaded.

**Christianity** While nobody blames Christianity for the fall of Rome, it did play a role. As Christianity became more and more the official religion of the empire, it changed the way Romans looked at life. Christians became more devoted to the church and their faith than to the old Roman culture or the Roman state. As the belief in the old gods disappeared, much of the "glue" that held the Roman civilization together—ceremonies, rituals, holidays and celebrations, etc.—also disappeared. Later, even Christians disagreed with each other about beliefs and rituals and this helped to divide and weaken the Roman Empire.

# VOCABULARY LIST - 3

**Disease** Like many nations, Rome faced the problem of disease throughout its history. At a crossroad to three continents, the Middle East was an open door for many of the plagues that attacked the empire. The heavily populated centers of India and China had long been subject to diseases such as cholera and the bubonic plague, and it is believed that a new strain of a disease germ poured out of this area carried by travelers, soldiers, and frightened refugees around the time of the Parthian Wars. Roman soldiers encountered what was probably an ancestral form of smallpox while fighting against the Parthians (Persians) in A.D. 166. Having no immunity against this new disease, more than a quarter of the population of the Roman empire is thought to have perished. Other devastating epidemics—measles, mumps, bubonic plague—swept through the western provinces in the fourth century and worsened the situation.

**Han Chinese Empire** By this time, trade with China was in a state of critical imbalance. China demanded that Rome pay gold for goods imported, yet refused to buy Roman goods, considering them to be inferior or even undesirable. This state of affairs contributed to Rome's problems of economic decline.

# *Invitation to a Wake*

*476 Avenue Domini*
*Roma, Italia*

*You are cordially invited to join the familia Roma on the sad occasion of the death of Madam Aeterna Roma, or Mama Roma as her many friends and family fondly called her. Following a short service, a reception will take place in the restaurante at which some will be asked to speak in her memory. The family also requests each guest to have read the short news article about Mama's death given below.*

## Mama Roma, prima socialite and community leader, found dead in her bedroom suite

Madam Aeterna Roma, central figure of a real estate and political empire, was found dead in her villa last night. She was discovered on the floor of her bedroom suite, apparently reaching for a strange Hebrew text with one hand and holding a wine goblet in the other. "She looked as though she had died in a great deal of pain," police noted.

Officers reported that there seemed to be many signs of a struggle and that her famous jewels were missing. Mysteriously, statues had been decapitated and priceless urns toppled. "The house looked as if it had been sacked!" one witness remarked. Police have tentatively concluded that the motive was robbery. Time of death has been estimated to be between 3 and 5 in the morning. An autopsy will be necessary to determine the exact cause of death.

Mama Roma, as she was known by her many supporters and friends, owned a popular restaurant at 476 Avenue Domini and catered to the young and nouveau rich as well as the old establishment of the city. While some say that she must have died of excess, they admitted that her parties were by far the best to which they'd ever been invited. "You could get anything you wanted at Mama Roma's, no matter how luxurious or exotic," friends were quick to add.

Following the death of her beloved husband some years ago, Mama Roma took full control of the family's primary business—growing, marketing, and distributing grain. Unfortunately, the family had recently fallen on hard times and had, according to friends, invested badly. "Always generous and flamboyant, Mama Roma was an easy target for those with only their own interests in mind," said a close friend and confidant, Vissy Goth.

Mama leaves two sons, Eastin Diocletian Roma and Westin Maximian Roma. Apparently the matriarch left no last will.

# CHARACTER DIALOG:
## Westin Maximian Roma/Antiqua Historia - 1

*Westin is the first speaker at the wake, attempting to eulogize his mother, but bumbling that, too. He will also be the last speaker before Justina Code.*

***Westin Maximian Roma** is the irresponsible son of Mama Roma and Eastin's brother. He constantly tries to use Mama's influence to promote his own importance. When his father died he received a small inheritance and is always attempting to make a fast profit any way he can. He has a corrupt construction company and worries about how much Mama has decided to leave him in her will. He is well known for his ineptness and commands little, if any, respect from anyone who has met him. Mama tries to protect him, but even she begins to get tired of his bumbling.*

1. Romans, friends. No, no. Friends, country, uh; Romans . . . whatever! We are gathered here in honor of my dearly beloved departed mother . . . and, of course, your friend. She was the most wonderful mother any boy could have had, always there, giving in every way to everyone she knew. Today we are here, with all those who loved her, to mark her passing and to celebrate her life. I, for one, know that even though I have not found—I mean a will has not yet been discovered—she would have wanted us here, all together, to put aside our differences and to make a pact to continue the life we all cherish at the Restaurante. I hope we can all pay honor today and in the future to Mama. I hope that Vissy Goth and Colonel Centurion will put aside the petty jealousies they feel for me, Mama's most devoted son and protectorate. However, it is with great disappointment that I cannot welcome my rich brother, Eastin, who has not been able to find the time to take from his foreign businesses to attend his mother's final tribute. We all are familiar with Easy Times Import-Export and feel very proud that one of our own has done so remarkably well, especially starting with so little an inheritance that father left to his sons. Of course, when you change your name and all but forget the responsibilities of your family, I suppose it may be easier to accumulate a fortune and not worry about sharing. Mama sacrificed a great deal of the Restaurante's income by paying full price for the grain that Eastin sold her. Nevertheless, we all have our lives to live. So, brothers and sisters all, let us each make our peace with each other for Mama.

*(Dr. Antiqua Historia interrupts here. See the end of this handout.)*

2. Mama and I had many discussions about the future of the Restaurante. She had built it up to a great success, especially since father had died. It was her life. Things, however, were not going as they had. I told her that she needed to modernize and keep up with the times. Making innovations would pick things up and increase profits. I had made many suggestions, like redecorating. Get rid of those old statues and columns, repaint, and add paintings of the games instead of those old stuffy mythological figures. Who wants to see Aeneas on his voyages all over the place? I also suggested we rename the place: out with the old and in with Oodles of Noodles. We could put in a window and an arch through which a chariot could drive or the plebes could walk up to and get their food and take it with them. We could sell a lot more of the food and we still wouldn't have to let the plebes into the Restaurante. Mama wouldn't hear of any changes. She said she liked the Restaurante just the way it was.

3. It's true that I was at the villa on the night Mama died, but I swear, I didn't do it! I had gone up to the house to see Mama about the deed. For days I'd been trying to convince her

# CHARACTER DIALOG:
## Westin Maximian Roma/Antiqua Historia - 2

that she was getting too old to take care of that big old place by herself, and since papa had died, it was just too many bad memories. I told her that it was plain silly to live way up there on the hill when she spent most of her time here at the Restaurante. I even offered to have my construction company buy the place for a fair price, since she would probably have a hard time finding a buyer with good credit these days. Sure it had a great view, but who would pay hard cash for such a run-down monstrosity? Also, that way it would stay in the family. As usual, when I have a really good idea—and for her own good, too—she just brushed me off. I hate when that happens. She said she liked the old place and that there were no bad memories; on the contrary, there were many good ones. Besides, she had Vissy to help her with anything that needed a man's attention. That guy steams me; I know he's trying to worm his way into the will.

4. I went up the villa that night to talk to Mama. It was a little after four in the morning. To be exact, it was ten after. I had checked the little hour glass that I always keep hanging from my belt; I thought I had broken it because I thought I felt sand running down my leg. The little trinket was a gift from Lotti some years back. Well, when I got to the house, Mama was lying on the floor, all sprawled out with a goblet in her hand. I figured she was drunk again or had taken too many of those phony pills Dr. Pipes is constantly prescribing for pain. I still say it was the pills that *gave* her the pain. That man was trying to kill my mother! Anyway, I decided to take matters into my own hands and look for the deed; after all, *I* was the man of the house. I went into the private rooms of the house and found it to be a real mess. I couldn't figure out why everything seemed to be in such disarray. It looked as though the place had been sacked. Just then I heard a noise and what sounded like a door slamming and someone running down the path. I quickly looked out the window and saw that German leech, Vissy, running away as if the devil, himself, were chasing him.

***Dr. Antiqua Historia** is a professor of history and has been asked to look into the possible murder of Madam Roma from an academic and scientific viewpoint. She and her assistants will analyze the evidence and depositions of those who are attending the wake.*

*(Quickly cuts in right after Westin makes his first speech.)*

1. Excuse me, everyone. My name is Professor Antiqua Historia and these are my assistants Art E. Facks, G.O. Graphy, and the old guy is Archy Ology. It has come to the attention of the authorities that Madam Aeterna Roma died under highly suspicious circumstances and that she was probably murdered. We will need you all to make statements about your activities on the night in question and what you may know that might have a bearing on this case. Our assistants will be taking your depositions, so speak up as you recall anything that might be helpful in solving this case. Mr. Pipes, we'd like to hear from you since you knew the Madam well and were her physician.

# CHARACTER DIALOG: Dr. L. Pipes

***Dr. L. Pipes** is a long-time friend of Mama's and provided for her many medical needs. He, too, is mainly interested in how he can profit from Mama's fortune and influence, but he is also a reliable friend. He is willing to keep Mama in questionable prescription tablets for all her ailments in order to keep her happy, since she is inclined to be very stressed out lately and seems to need a lot of sympathetic attention.*

1. I'm Dr. L. Pipes, the Madam's personal physician. Mama and I were close, if you know what I mean. She had come to me ages ago with a couple of small growths on her back. I diagnosed them as benign. We had dinner now and then. Our relationship ran hot and cold most of the time. I liked Mama, but she had all these pipe dreams about cleaning up the city and beautifying it with statues and monuments and temples to every greedy god and goddess Rome had ever known. I told her that she was cleaning up all right; she owned most of the city and the surrounding lands for, well, forever! I told her that I thought that she was getting a little greedy and self-centered herself and that if she wanted to do something of value she should pay more attention to what Westin was up to. She gave me a real dagger look and asked me just what I meant by that remark.

2. I started to tell you: Mama and I had an argument about Westin. Everyone knew that Westin was a lazy, immoral cheat and that he was secretly squandering his inheritance allowance as well as digging into the family fortune. That so-called construction company he runs should be held responsible for all the shoddy workmanship and substandard materials he had his artisans used in buildings all over the city. He even built an addition for his mother up at the villa and now it's all but falling down after only a few years. The plumbing is an outrage! He's got a scam going with government contracts and I wouldn't be surprised if he gets some sort of kick-back. It was a real knock-down, drag-out fight we had. That's when she accused me of trying to poison her. The woman was hysterical!

3. When Mama accused me of trying to poison her—well, it didn't surprise me. She was well known for flying off on these tirades and to start making up these wild stories. That's part of what tipped me off. She hadn't been feeling well for quite a while. She looked tired and had this funny black line on her gums next to the teeth. Also, for several weeks, she seemed to be in pain most of the time. She just brushed it off saying that it was nothing—just too many late nights, too much wine and rich food. I had suggested many times that she ought to come in for a complete physical. She said she would make an appointment, but never did.

4. I decided to make a visit to the villa and see if I could persuade Mama to come into the office for a few tests and start changing her lifestyle. Besides, it gave me an excuse to make the trip. Her family had owned that monster on the hill for generations and she had grown up there. Since the death of her husband, Señor Roma, she had let the place get run down. All the once lavishly painted walls were now peeling. Some of the outside walls were cracked and falling apart and you could see that the plumbing for the private baths and heating system was exposed and in very bad shape. I told her that she needed to take care of this because it could lead to a very bad health problem. She said she knew about such theories but it would have to wait since Vissy Goth had her money tied up in some sort of investment deal. Besides, it was only a half-baked theory. I reminded her of the baby she had lost many years ago—the third heir. She got very quiet and told me to never bring that up again and not to ever talk about any illness she might have with anyone. Then she asked me to leave. That was the last time I saw Mama.

# CHARACTER DIALOG: Brad N. Games

***Brad N. Games** is a high government official whom Mama Roma hired to make sure that people like the Doles are kept in line. He pacifies them by giving out bread and free tickets to sports events and other entertainment to help keep the poor from revolting. You will make your first speech after Dr. L. Pipes' first speech.*

1. I'm Games, Brad N. Games, government official. Mama hired me some time ago to keep the lid on the Dole family. It seems that the Doles had been small farmers who had once raised grain that they sold at a fair profit to Señor Roma before his death. Mama Roma had assured him that the Restaurante would continue to provide his family with a livelihood for as long as the Restaurante was in business, which of course looked like forever at the time. The problem was that Lotti Fundia owned the land on which the Doles raised their crops. Lotti started evicting all the small farmers and converting her land to grapes and olives. It seems she was a bit of a wino herself and figured olive oil was a growth industry with a real future. When Dole went to Lotti to plead for his livelihood, she told him it was Mama Roma's fault because the old woman refused to sell her more land, even at inflated prices, and the small farmers simply had to go. Moreover, she could get a deal from S.L. Avery and hired him to proceed with the conversion process. Somebody was bound to get hurt in the name of progress and change, and for sure it wasn't going to be her. So the Doles had to leave. I understand from what people say that it was a bad scene when the Doles finally left their farm. Handy Dole threatened to get even.

2. As I said before, Mama Roma hired me to keep Handy Dole in line. I found him to be a bitter man. One night while I was at the Restaurante, Dole came in ranting and raving. He had found out that Mama was the legal owner of his run-down apartment building and accused her of being a slum lord while she was living in a palace on the Palatine. He said Mama had made certain promises when he was forced to bring his family to the city after Lotti had evicted them. Then he accused me of keeping his family near starvation with just enough bread and game tickets to keep them dependent and quiet. He was irate about not being able to find a job anywhere. He blamed Mama for his poverty and swore he would get revenge for her not keeping her promises. Finally he yelled at me that if Señor Roma had been alive, none of this would have happened. The man left in tears.

3. Now wait just a minute. I don't have to listen to these lies about counterfeit coins and for sure I was not at the villa that night. Just ask Colonel Centurion. We were at the fights that night and then we went to that new place out on Bosphorus Way, The Golden Horn. The critics hyped the place to be a real blast, but we found it to be a real turkey instead. All people do there is stand around and shoot the bull. Anyway, the colonel and I were there until after 4:30 a.m. hoping something would pan out. It never did. Then we went home.

# CHARACTER DIALOG: Vissy Goth - 1

***Vissy Goth** is a German foreigner whom Mama Roma has befriended. He realizes that he can use Mama's charity, which he knows will not last forever, to get a foothold into her fortune. He is very handsome and shrewd and uses Lotti and Hunny to get what he wants. Westin is very jealous of his relationship with Mama, seeing him as another threat to the inheritance. Vissy has a thick German accent.*

1. Ya, I'm Vissy Goth. Mama und I, we were inseparable. We didn't know each other all that long, but it was one of those instant friendships. Colonel Centurion, Mama's former boyfriend und constant escort, introduced us at a big party on the Nile that Eastin make to celebrate the opening of his second or third import-export business, which now is into Egypt.

2. Mama was really good to me when I first come into the town. I was being pushed around by that back-stabber woman, Hunny La Tilla Barbarian. I know you heard of her; she's that trick-rider with that huge traveling circus that storms into one town, then another, then another. They always are leaving such a huge mess behind when the show is over, you know. Hunny, she was really gracious to me after I was friends with Mama because she was always hoping that I could find the inside scoop on the Roma fortune.

3. Hunny, you know, she used to be a regular at the Restaurante but Mama got Pop Leo, a very influential long-time resident, to convince Hunny that she would maybe be happier making her fun somewhere else. Lucky for me, you know, Mama took me in like a son und I owe her everything. She liked to call me the "Little German Boy." It was this kind of endearment that she was feeling comfortable telling in public. She was always seeming to be self-conscious about our ages being so different. It didn't bother me, you know, but Mama didn't like how the people can talk.

4. Ya, it is true that Mama was good to me. She give me a villa in Spain und give me some lands, you know, here und there, und she promise me always everything, but I tell her it's enough. But I do a lot for Mama, too! She really couldn't trust Westin with her properties; he was always making so much a mess with everything he touched. Und the old beau, Col. Centurion, he just can't help her anymore. Mama, you know, thought he was senile. I think he was just getting old; he kept talking about the "old days" und his great army und how he is such a great leader. He always wears that silly uniform und that old dagger with the jeweled handle. Everybody, you know, they salute him because he has no army like he had before, but it was just a joke. Maybe the jewels, they are a joke, too.

5. Westin und Colonel Centurion, they are very jealous, you know. They think I just get Mama's money. Yet, I was the one who helped her, you know, with her investments und I always protect her interests. Everything she confided in me und it is working for both of us. Westin was always green, you know, with the jealousy und was always making threats that he is going to expose me about skimming all the money from Mama's treasures. But, he can never find anything on me that he could say. Westin, you know, he is not too clever a guy.

6. Ya, I know this Lotti Fundia pretty good. She comes to the Restaurante a lot in the night time with her boyfriends. She's always getting a different one all the time. Und always a new outfit, you know. Mama was always saying how much money Lotti is spending on everything. So we met one time und now Lotti is telling her friends that I was dumping Mama to fall in love with her.

## CHARACTER DIALOG: Vissy Goth - 2

7. One time when I was talking to Lotti, Mama came over und started to joke with me und calling me the "Little German Boy." Lotti was getting a little jealous, you know, that maybe Mama und I were friends. She started to get a little nasty about Mama being stingy with her land und not wanting to sell it to her instead of wasting it on Westin. Mama was just laughing, you know, und telling Lotti that it was her that was wasting everything with the land und getting rid of all the farmers und hiring S.L. Avery who didn't care about anything. Later, I tried to talk to Lotti about maybe she shouldn't talk to Mama about Westin because Mama was having a hard time, you know. Maybe Lotti could make a deal und everybody could be a little happier. You know, though, Lotti is not too smart when it comes to business und Mama just told her it would take a dead body or something. I don't know what this is.

8. Ya, I went to the villa that night to Mama's. It was very late when I get there with my brother Ostro who was with me now from the old country visiting. We all had some drinks und then Ostro, he went out again. Mama und I, we had a big fight over, well, some things that was about Lotti. There was a lot of high voices und nasty sayings. So then, you know, I just go to find Ostro again und maybe we find some other friends. Mama, she seemed a little crazy that night. I don't know what was the matter. Maybe, you know, it was Westin again. She tells me all the time that he is always wanting to come over und tell her about his new ideas for the increase of the family fortune. I think he was having a new idea he wanted to talk about und Mama was a little crazy over that.

# CHARACTER DIALOG: Handy Dole

***Handy Dole** is a desperate man. Lotti Fundia kicked him and his children off the farm that has been in his family for generations because he couldn't produce enough profit for her. He has moved to the city and is renting a small and badly kept apartment that he later finds out was built by Westin Roma's construction company and is owned by Mama. He is an unhappy man who can't find a job and is entirely at the mercy of Brad N. Games.*

1. My name is Dole. They call me Handy Dole. I knew Mama from way back. In fact, I knew the whole family. Señor Roma had bought grain from my father and when I inherited the land, the business relationship came with it. Everything was fine until the señor died several years ago and Lotti Fundia got greedy and started converting her lands to more grapes and olives. We call her "Lotsa Funia" because all she cares about is going to parties and socializing. She never really pays attention to the business. Only the money it generates. She and Mama Roma were always at each other: she claimed that she needed more land and Mama claimed that Lotti would only convert it to "oil and vinegar" instead of growing the grain she needed to run the restaurant and import-export business. On the whole, I liked Mama—at least until she threw us off our land and we had to move to the city. Then all the promises started to disappear.

2. I was really mad when I found out that Mama owned the so-called apartment building my family has to live in. The thing is a fire trap. We live on the third floor in two rooms and it's so cheaply built that my wife is afraid of the whole thing collapsing. We have no facilities nearby—baths and latrines are more than a block away. The nearest fire department is more than 10 minutes away. A fire could level the whole block by the time they arrived. I heard a rumor that Mama's son, Westin, and his construction company built the buildings in my neighborhood. If that's true, well, good riddance!

3. I'll tell you what really fried me! Brad N. Games, Mama's man on the "other side" of the Forum, was a regular, handing out candy to the children, Colosseum tickets to the men, and money for all the families to buy bread. We were so grateful and thought Mama really cared. We were ready to excuse all the insults to our existence because everyone seemed to be in a real bind lately. Then I found out that the money my family had received wasn't worth a plug sesterce. Counterfeit! I figured it was Mama behind this, maybe not directly, but still she was responsible. So I decided I'd had enough and went to see her at the Restaurante. I confronted her with the scam. To my surprise she actually seemed surprised—even horrified. She told me to come to the villa at my convenience and she would make good on the contribution. I was a little hesitant. She told me not to worry; she'd shine up her seemingly tarnished reputation with something of *real* value. Then she started babbling something about never having really liked Games much but she never thought he'd stoop this low and how she was going to feed him to the lions. Wouldn't it be great if I could get a ticket to *that* show?

4. Sure I went to the villa on the night someone murdered Mama. She had told me to come and get what she owed me. It took me an hour and a half to get there after spending the day pounding the cobblestones trying to find a job. Most of the people I know have just given up trying to find a job, but I still have *some* shred of pride left. Anyway, I got there about three in the morning—not really late for Mama—and started to knock when I heard glass breaking and loud noises coming from the atrium. I could hear two people arguing about money. They were really going at it. I don't know for sure but I guessed that it was Mama and Brad, considering that he'd been cheating her by taking her money and passing out counterfeit coins to the poor plebes instead. It's anybody's guess how long he'd been at this scam. I imagine that he was getting quite rich. Anyway, then I heard Mama let out a blood-curdling scream. It scared me to death. I could have broken through the door, I guess, but to tell you the truth, I just didn't want to get involved. At that point I didn't care about much of anything, especially about Mama and her kind. I just wanted to get home.

# CHARACTER DIALOG: Lotti Fundia - 1

***Lotti Fundia** is the only child of a large estate owner who had died and left her everything. She is spoiled and self-centered and likes to party. She cares little about anything but the present and in maintaining her own lifestyle, no matter what it takes. She never really cares about anyone else's problems nor does she bother to think about tomorrow.*

1. Hi, I'm Lotti; you all know me. Basically, Mama and I were friends. Well, maybe not really friends, but we knew each other well. Daddy and Señor Roma had done a lot of business together and both had made bundles of money. Then Daddy died and I had to take over. The señor was always pleasant to me, but when he died, Mama was in charge and we just never got along. I tried to convert Fundia Farms, Ltd., from grain to grapes and olives. There's more money in grapes and olives these days and that's why I'm in business. But Mama just couldn't understand that. She said she had no stomach for my kind of business tactics. I never really knew what she was getting at.

2. The last time I saw Mama was at the Restaurante. I'd gone in there with a friend, Vissy Goth. Mama was there and started in right away. I don't think she liked Vissy because she kept calling him the "Little German Boy." He never seemed to mind though. Then Mama turned her attention to me. She accused me of ruining my father's land by overworking it into an unproductive state and then forcing the farmers to leave. She blamed me for all the unemployment and the bad economic conditions. Even the Restaurante was feeling the pinch. What trash! It wasn't my fault those farmers were lazy and couldn't produce enough to make me a good profit. I *had* to throw them out. I'm running a business, not a dude ranch. Besides, S.L. Avery offered me a deal I just couldn't refuse.

3. After that scene at the Restaurante where Mama and I had it out about my land, Vissy persuaded me to just talk to Mama; he thought that maybe we could resolve our differences. He told me that Mama was under a great deal of pressure, especially with Westin who was always begging her for money. With Westin it was one road to ruin after another. He was always such a pain in the Mediterranean, if you get my drift. Anyway, I thought we could make a deal. I needed more land and Mama needed more grain just to break even, it seems. I suggested that if she sold me her land, I'd take over her grain production and sell it back to her at a discount. I thought it was a very fair arrangement. Well, she flew into a rage. She called me some nasty names, accused me of being a tax evader, trying to steal her land and drive her out of business, and of luring Vissy into my web. She said I'd never get the land unless it was over her dead body.

4. Westin was always making a real mess of everything, for both himself and Mama. It's no wonder Eastin left and changed his name. Whatever. I happen to know that Westin had gotten himself in with some real hustlers in the government and was in over his head. Of course he thought that he was a big fish and so important. He had used Mama's influence to get involved in some shady deals that he thought would make him a substantial amount of money by cutting corners in civil engineering and construction projects. When the roads and bridges started falling apart after only a few years, there were all kinds of lawsuits and insurance claims against his construction company.

5. Westin knew he couldn't go to Mama to bail him out of his problems with the city. She would have found out that he had forged her name as a co-signer for the money he had borrowed and she would have written him out

of the will for sure. Vissy told me that Mama was getting very disgusted with Westin and that it was only a matter of time before she cut her son lose and gave everything to him.

6. Fact is, I had a suit against Westin myself. The roads he built were so bad that by the time I got my wine to market it had practically turned to vinegar. I run a business, not a charity for some cluck whose mother used to be a family friend. It's no wonder that the poor colonel lost his influence with Mama, no less her devotion. He could barely get from his place to hers, what with the roads and bridges falling apart. The army was practically at a standstill. When Mama had asked him to retire and gave him the jeweled dagger, it was as though she had put it in his back. I think he really loved her all the time. I vividly remember when Mama presented it to the colonel. Vissy had been at that party and boy had he been eyeing that thing throughout the evening. It was as if he'd never seen something that expensive out in the open. I thought it was a bit unusual, but then again he didn't have much breeding.

# CHARACTER DIALOG:
## Dizzy Ease/Hunny La Tilla Barbarian

***Dizzy Ease** is a very independent operator. He visits the Restaurante quite often and has no problem accepting Mama's help when he is in need. It didn't work out well for her because she ended up losing millions to Dizzy's enterprises. He never seemed very apologetic about the losses and everyone always feels uneasy around him. Although he's around the Restaurante quite a bit, he doesn't seem to have any friends. He and Dr. Pipes talk from time to time.*

1. Mama was a generous old gal but never paid attention to the details. I could see that the first time we met. For instance, Westin was soaking her for as much as he could get away with. Everyone else knew it but she hadn't a clue. Eastin, on the other hand, was "constantinely" becoming increasingly bizarre. Colonel Centurion introduced us while at a party at Eastin's when he wasn't such a recluse. I remember her asking me what I did. I told her that my line was death; that shocked her. I explained that I was an undertaker. I sensed that she always felt uneasy around me, but accepting. Lately, however, one pitfall after another has plagued my business. She offered to help. Things got out of hand and she ended up losing about one-third of her assets. It amounted to millions.

2. I met Dr. Pipes some time ago. We were in related fields—him being a medical practitioner and me dealing in the dead, and all. He impressed me as having kind of a caustic quality. He and Mama were long-time friends. She could be a user, but Pipes was always feeding her some line or another and she just swallowed it without even a thought. They fought a lot though. I remember her flying into a tizzy and accusing him of trying to poison her. He said that she had had one too many and didn't she know what she was saying. Then she calmed down and tried to cover it all up, saying that it was all just a big joke. She always expected that everything would either blow over or just disappear.

***Hunny La Tilla Barbarian** is an outsider who comes to town with the circus. She's more clever than she lets on and has a secret past. It's likely that Vissy used to be involved with Hunny and owes her a debt. Hunny cares little for Mama Roma or her other friends and is only interested in what will benefit herself. She is not well educated and the others don't appreciate her presence at the wake.*

1. Yeah, well, hi all. You all know me, I'm Hunny La B. I do tricks on bareback for the circus. Vissy and I, we go way back, but, since he hooked up with Mama R., he doesn't have time for someone like me. That really hurt my feelings. Mama, she never liked me much and had me thrown out of the Restaurante. Pop Leo, he told me to go play somewhere else. I mean, I should get respect like anyone else. I'm not just some fly-by-night act, you know. Anyway, that's when Vissy gave me this necklace. Isn't it great? It looks very expensive and all. Anyway, I earned everything I got. Vissy, he said I should just leave and that deep down he really loved me but that he had bigger fish to fry. I didn't get it exactly; it must be one of those German sayings of his. Anyway I left. Personally, I don't care how the old lady died. It was just a matter of time, anyway.

# CHARACTER DIALOG: Holly Church

***Holly Church** works in the same office with Dr. Pipes and although she is his assistant, she disagrees with his procedures. She is very moral and religious minded. Her mission is to get Mama and her friends to change their ways.*

1. My name is Holly Church. Most of you don't know me. I wasn't really a friend of Madam Roma's. She'd come into Dr. Pipe's office once or twice a week with some complaint or another. Lately, it was weakness and fatigue, abdominal pains, blurred vision, you name it. I'm from the east and we just don't whine about every little thing, but we had run some tests, and I must admit that the madam did have some critical problems.

2. Mama was overweight and her cholesterol was extremely high. It was well known that she was a substance abuser—alcohol mostly. The doctor had prescribed some tablets for her; he wouldn't tell me what they were and always dispensed them himself. He'd let me know that it was confidential so I didn't ask, but Mama seemed to come in quite often to get refills. I think she'd had about twelve refills or so within just the last couple of months. At any rate, it wasn't my business and it would have been wrong for me to pry.

3. Mama was running with a fast crowd, always looking for answers to the question of life. She whined endlessly about missing Señor Roma and was interested in trying to contact him on what she called the "other side." For a while she hung out with a Miss Isis, some sort of "medium." Then she took up with this Turkish fortune teller, Madame Cybele. After that it was a Persian fakir, Mr. Mithras, but he was so full of the bull that she couldn't cope. Finally, there was no one to turn to but me. I felt it was my duty to tell her that I could help her but that she needed to give up her ways and accept a different kind of help. She needed to change her lifestyle. The fact is that you all should abandon this decadent life you live that makes you so unhappy and look beyond yourselves to help each other in this world while you are here. Mark my words, you'll realize someday that I'm right.

# CHARACTER DIALOG: Colonel Centurion

***Colonel Centurion** was once a dashing figure in the army but has declined in his old age to nothing more than a pathetic has-been. He and Mama took up together after the death of her husband. Since Mama met Vissy, she no longer has time for the colonel and he feels more than simple rejection. He does not like Westin and would like to get revenge on Vissy Goth any way he can.*

1. Everyone knows that I am the honorable Colonel Centurion of the greatest armed force that the world has and will ever know and more than a personal friend of the beautiful Madam Roma. Oh, my dear sweet Mama, I can't believe she's gone! We spent so many wonderful times together. She always depended on me to protect her. I was her hero with my great army. I would go to the ends of the earth for her. I made her the grand madam that she was. Then everything changed when that upstart Goth showed up. He was young and dashing and ruthless. Mama was taken in by him and his sad story about how he had nowhere to go and that Barbarian woman was bribing him or something. Well, he made Mama promise him the world and she just went for the whole package. Then she treated me like an old sandal. She was kind, but I could see it was over between us. She asked me to retire and gave me a jeweled dagger for all the years we had together. She thought that would cover it, I guess. Then it was stolen the other night while I was at the Restaurante. I wouldn't put it past Vissy to have taken that away from me, too!

2. I'll miss Mama a lot. I hope they bury her in her favorite silk frock. Mama loved her silk gowns, but she was always complaining about the cost of cleaning those garments. It seemed she tried to work out a barter system with Han Wu Ti, owner of the Silk Road Cleaners on the east side of town. She tried to make a deal with Han; she wanted to trade pasta for cleaning services. Old Han always refused—no ticky, no washy; no gold, no cleaning. That old gentle-looking man took Mama for more gold then you can imagine. She just kept taking herself to the cleaners as Han got richer.

# CHARACTER DIALOG: Justina Code - 1

***Justina Code** is a no-nonsense woman who loves to make sure everyone is held accountable for their actions. She does not associate directly with Mama and the Restaurante. Justina is sure of herself, smart, and very much of a survivor. You will end the wake activity at the appropriate time by interrupting the proceedings with an announcement.*

Enough already! I can tell we're not getting anywhere. I'm afraid I have to interrupt this charming gathering with some shocking revelations. As you all know, I've been a close friend of Mama Roma's for years, and I swore I would find the culprit, if it was the last thing I did. The criminal investigation division of our fair city's police force has uncovered numerous pieces of evidence that I believe will reveal to us the true identity of Mama Roma's murderer. With your permission, I submit the following facts:

According to the coroner's office, the late Madam Aeterna Roma did not succumb to natural causes. No, indeed. Rather her death came about as a result of a number of causes, some of them quite shocking to reveal. Also, the investigating detectives have uncovered several other pieces of information that will put several of you so-called mourners in a very awkward position. I have a feeling that before sundown, most of you will be calling your lawyers.

Allow me to produce my first piece of evidence—a jeweled dagger. Though the newspaper did not report this fact, the coroner revealed that Mama had suffered a near-fatal knife wound in her back. Investigators found this dagger—a dagger with which several of you are familiar—under the bed. Why, most of you probably remember the first time you saw it. I believe it was at a party here in the Restaurante. A party for an old friend of Mama's—such a dear friend that she gave him a very expensive gift—a golden dagger encrusted with emeralds, rubies, and diamonds. You remember—don't you, Colonel Centurion—nobody stole your dagger. You couldn't stand it that Mama had thrown you over for that barbarian, Vissy. You had to get revenge. Shamefully, you used the very dagger that Mama had given you so long ago. Colonel, I name you as a suspect in the death of Mama Roma.

Second, a metal goblet, from which we believe Mama drank that fateful night. Our chemists have analyzed the residue at the bottom of that cup and it contained traces of lead arsenate—a colorless crystalline compound that is very poisonous. Yes, Mama had also been poisoned that evening. Who had access to this drug? Only one of you could have concocted this brew—Dr. L. Pipes. Your assistant, Ms. Church, informed us that you often prescribed pills for Madame Roma, pills that were slowly stealing the life from this magnificent woman. Dr. Pipes, I name you as a second suspect in the heinous murder of our dear departed Mama Roma.

Third, besides the knife wound and the poison, Mama suffered another injury. Someone battered her skull with the arms of a statue of Venus. She must have struggled with her assailant because found in her cold dead hand was a bloodstained piece of cloth, a piece of cloth that perfectly matches the cloak of one Mister Vissy Goth. We found that cloak while searching his apartment near the Spanish Steps. In a drawer, we also found a pawn shop ticket for three Greek statues, several urns, and some very expensive pieces of jewelry—a pawn shop ticket in the name of a Miss Hunny La Tilla. These items most certainly came from the Palatine estate of Madame Aeterna Roma. How, you may ask, did these items come into the possession of Miss La Tilla? I'll tell you. After the brutal murder of Mama, someone vandalized the house. I believe that that vandal was also involved in the murder. Mr. Vissy Goth and Miss Hunny La Tilla, I name you both as suspects in this brutal murder.

Fourth, a passport in the name of a Parthian trader, one Mr. Dizzy Easarian. Now, as you

know, passports contain a record of immunizations. This passport reveals that Mr. Easarian—or should I say, Mr. Dizzy Ease; you changed your name, didn't you—had never been vaccinated for the dreaded Parthian Pox—a disease so virulent that thousands have died from it. Our coroner's office has revealed that Madame Roma was suffering from the final stages of just such a disease. I ask you, how could she have caught it? Only from a Parthian and you're the only Parthian she knew. Mr. Dizzy Ease, or should I say, Easarian, I also name you as a suspect in the death of Madame Roma.

Fifth, we have found a double set of accounting books for the Roma estate. One set, the set Madame Roma possessed, showed a bright and sunny financial future. However, our detectives found another set of books—a set that revealed that Madame Roma was bankrupt and on the verge of financial ruin. Where, you ask, did we find this book of thievery, falsehood, and deceit? At the accounting firm of Circus, Carnival, Fair, and Games. Yes, the accounting firm of Mama Roma's financial adviser, Mr. Brad N. Games. You have been robbing Mama blind for years. She discovered your treachery, threatened you with exposure, and you had to silence her. Games, you're a suspect, too. Don't leave the room.

Next, a set of land deeds discovered at the tax office. Land deeds in which large tracts of the most fertile farmland in the country were transferred from the Roma family holdings to the possession of another party. Our handwriting experts have established beyond a doubt that Madame Roma's signature on these documents is a fake and a forgery. It's such a clumsy job of forgery that it's a wonder you got away with it—Ms. Lotti Fundia. Moreover, there's only one way you could have succeeded—with the help of Mama's banker—Mr. Games. You two stole Mama's land and didn't even pay the taxes on it. Up against the wall, Lotti, you're as guilty as the rest. Mama sure could pick 'em, couldn't she. Yeah, she could pick 'em, all right. Like that so-called friend of hers, Handy Dole, who was spotted sitting in Mama's front-row box seats at the horse races this week. How did you get those tickets, Mr. Dole? You were at the villa and you stole them the night Mama was murdered. Don't look so innocent. You heard the struggle going on in the next room and you didn't do anything. Sure, the old lady was fighting for her life, and what did you do? Nothing. You just helped yourself to her race tickets and a loaf of French bread. You have your gall. Handy Dole, I charge you with withholding evidence and as an accessory after the fact. Don't leave town.

Finally, we have a set of construction permits that would have permitted their holder to tear down the old Roma mansion here on the Palatine and replace it with more than 2,000 cheap condo units—units that would have been filled with poor suckers like the Doles, paying outrageous rents for low-income housing. Why, you should have heard the historical society members when I told them about this. The Roma mansion is the finest example of traditional architecture in the city, and this plan would have reduced it to a pile of rubble. Who do you think took out those building permits? None other than Westin Maximian Roma—Mama's little boy. You knew she would never agree to this, not while she still had a breath in her body. You took care of that, didn't you, Westy? I ask you, what were you doing in Mama's house at 4 in the morning? You got caught looking for the deed to the house. Got caught and had to find a way out. You're the worst of the bunch—willing to sell out your poor old mother just to make a quick buck!

There you have it, ladies and gentleman, enough evidence to convict the lot of them. Who did it? I could tell you, but I'm going to let our top-notch team of detectives loose on the crime.

Review the facts that this new evidence reveals. Remember the conversations of each of the suspects, and decide for yourself who killed Mama Roma. You tell me.

# DR. ANTIQUA HISTORIA

***Note:** This page is not for duplication. It is a speech you give as the teacher—after the play is over.*

Thank you all so much for your participation. You've done a remarkable job with the clues our cast of characters has given you. At this time, Ms. Justina Code has asked me to tell you what really happened.

Well first, Rome was *not* "done in" by only *one* "killer." It took a combination of a number of things to cause the fall of Rome. In fact, most historians would call this process a "decline," rather than a fall. The actual moment of the fall took place in A.D. 476 when Odoacer, a German general, forced the last Roman emperor, Romulus Augustulus, off the throne and took his place. Long before this "moment" occurred, however, the Roman empire had really been in a 300-year decline. Let's look at the reasons our cast of characters tried to represent to you.

**Internally**, Rome had serious **economic problems**:

a. Small farmers had been forced off their lands, reducing the tax base. (Handy Dole)
b. The latifundia (large estates) of the aristocracy were not growing the grain necessary for survival. It had to be imported at great cost. (Lotti Fundia)
c. The debasing of the coinage made the money practically worthless. (Brad N. Games)
d. The use of slavery caused great unemployment among the plebes (S. L. Avery).
e. The "bread and games" program for the poor was expensive. (Brad N. Games)
f. The government could no longer afford to maintain an effective system of roads and public works. Trade declined and financial difficulties resulted. (Westin Roma)

In addition, **political problems** created a drastic situation:

a. There was no system of succession. In a sense, the emperors left no wills. The army chose the emperor in return for bribes and favors. (Westin and Easton Roma)
b. The army had declined in its effectiveness. It was no longer able to defend the empire. (Col. Centurion)
c. The dictatorial governments of the emperors were often inefficient and corrupt and did not command the people's loyalty. The division of the empire into two halves weakened the government further. The western half continues to decline; the eastern half is more successful. (Westin and Easton Roma)

**Social causes** had a role to play as well:

a. The people had lost their sense of patriotism, service, and morality. The old traditions were gone. (Westin Roma). Christianity plays a role in this change of values. (Holly Church)
b. Class distinctions between the rich and poor divided society. (Lotti Fundia and Handy Dole)
c. A declining birthrate and disease took a heavy toll on the empire. (Dr. L. Pipes and Dizzy Ease)

Given these internal difficulties, when **external forces** come into play, the empire can't withstand them. The barbarian invasions of the Germanic tribes hastened the end of the Roman Empire:

a. The Huns under Attila terrorized Europe and weakened the empire (Hunny La Tilla)
b. The Visigoths under Alaric defeated the Roman army at the battle of Adrianople in A.D. 378 and sacked the city of Rome in A.D. 410. (Vissy Goth)
c. The Vandals capture and raid the city again in A.D. 455. (Vissy Goth)

As you can see, it would be hard to say one factor was more important than any other. Many causes, each one influencing all the rest, contributed to the weakening of the empire. After it was weakened, the invading Germanic tribes easily defeated and overran the once-great Roman Empire (Mama Aeterna Roma).

Thank you for taking part in our murder mystery.

# CAST OF CHARACTERS - 1

**Instructions:** In the space provided following each character's name, place the name of the actual historical reference. The first is done for you as an example.

**Non-speaking characters**

**S. L. Avery**
Slavery This character does not have a speaking part, but he is mentioned by other characters and plays a part in Mama's death. He is a non-union labor contractor who has been hired by Lotti Fundia. He slowly replaces the long-time small farmers like the Doles with a low-paid labor force.

**Eastin Diocletian Roma**
_____ This is the absent son of Mama Roma. He splits from the family with the same small inheritance that Westin received, but makes good. He is involved in the import-export business and helps Mama by selling her the grain she so desperately needs to keep the Restaurante going. This grain helps to provide bread for people like the Doles. Westin is very jealous of Eastin and sees him as a threat when he thinks of Mama's will.

**Han Wu Ti**
_____ is the owner of the Silk Road Laundry located on the far east side of Rome. Mama is a loyal patron, though she complains about the cost of doing business with Han and is troubled that she cannot seem to strike a deal that seems to be fair to both parties.

**Speaking characters**

**Handy Dole**
_____ is a desperate man. Lotti Fundia has kicked him and his family off the farm that has been in his family for generations because he couldn't produce enough profit for her. He has moved to the city and is renting a small and badly kept apartment which he later finds out was built by Westin Roma's construction company and is owned by Mama. He is an unhappy man who can't find a job and is entirely at the mercy of Brad N. Games.

**Brad N. Games**
_____ is a high government official who has been hired by Mama Roma to make sure that people like the Doles are kept in line. He pacifies them by giving out bread and free tickets to sporting events and other entertainment to help keep the poor from revolting.

**Dr. L. Pipes**
_____ is a long-time friend of Mama's and provided for her many medical needs. He, too, is mainly interested in how he can profit from Mama's fortune and influence, but he is also a reliable friend. He is willing to keep Mama in questionable prescription tablets for all her ailments to keep her happy, since she is inclined to be very stressed out lately and seems to need a lot of sympathetic attention.

**Justina Code**
_____ is a no-nonsense woman who loves to make sure everyone is held accountable for their actions. She does not associate directly with Mama and the Restaurante. Justina is sure of herself, smart, and very much of a survivor. She is all too happy to do her research. Her motto would be "You play ... you pay."

# CAST OF CHARACTERS - 2

**Holly Church**

_____ works in the same office with Dr. Pipes and although she is his assistant, she disagrees with his procedures. She is very moral and religious minded. Her mission is to get Mama and her friends to change their ways.

**Lotti Fundia**

_____ is the only child of a large estate owner who had died and left her everything. She is spoiled and self-centered and likes to party. She cares little about anything but the present and in maintaining her own lifestyle, no matter what it takes. She never really cares about anyone else's problems nor does she bother to think about tomorrow.

**Vissy Goth**

_____ is a German who has been befriended by Mama Roma. He realizes that he can use Mama's charity, which he knows will not last forever, to get a foothold into her fortune. He is very handsome and shrewd and also uses Lotti and Hunny to get what he wants. Westin is very jealous of his relationship with Mama, seeing him as another threat to the inheritance. Vissy has a thick German accent.

**Westin Maximian Roma**

_____ is the irresponsible son of Mama Roma and Eastin's brother. He constantly tries to use Mama's influence to promote his own importance. He was given a small inheritance when his father died and is always attempting to make a fast profit any way he can. He has a corrupt construction company and worries about how much Mama has decided to leave him in her will. He is well-known for his ineptness and commands little, if any, respect from anyone who has met him. Mama tries to protect him, but even she begins to get tired of his bumbling.

**Dizzy Ease**

_____ is a very independent operator. He visits the Restaurante quite often and has no problem accepting Mama's help when he was in need. It didn't work out well for her because she ended up losing millions to Dizzy's enterprises. He never seemed very apologetic about the losses and everyone always feels uneasy around him. Although he's around the Restaurante quite a bit, he doesn't seem to have any friends. He and Dr. Pipes talk from time to time.

**Antiqua Historia**

_____ is a professor of history who has been asked to look into the possible murder of Madam Roma from an academic and scientific viewpoint. She and her assistants will analyze the evidence and depositions of those who are attending the wake.

**Colonel Centurion**

_____ was once a dashing figure in the army but has declined in his old age to nothing more than a pathetic has-been. He and Mama took up together after the death of her husband. Since Mama was introduced to Vissy, she no longer has time for the colonel and he feels more than simple rejection. He does not like Westin and would like to get revenge on Vissy Goth any way he can.

**Hunny La Tilla Barbarian**

_____ is an outsider who comes to town with the circus. She's more clever than she lets on and has a secret past. It's likely that Vissy used to be involved with Hunny and owes her a debt. Hunny cares little for Mama Roma or her other friends and is only interested in what will benefit herself. She is not well-educated and the others don't appreciate her presence at the wake.

# WHO KILLED ROME? CLUE CHART

**Welcome** to a wake for Mama Roma. It has been determined by the police that Mama Roma may not have met her untimely death altogether naturally and that the reception in her honor will be attended by the renowned homicide investigator Professor Antiqua Historia and three of her top assistants, Art E. Facks, G.O. Graphy, and Archy Ology. It has also been said that, given the mysterious nature of this case, a reward is being offered to anyone with information leading to a solution. In this light, your gen will need to keep track of the suspects, their motives, and any clues that will support your theories about who killed Mama Roma. You may find this chart helpful. Take thorough, accurate notes. *You'll need more paper after this page. Use your own.* ***Good luck!***

| Suspect | Possible Motive | Clues |
|---|---|---|
| | | |

Via VI: Circus Maximus

## Via VI: Circus Maximus

A second gameboard provides the motivation for Via VI. Racing around the Circus Maximus, student groups draw upon their knowledge of Roman history and test their fates in order to be hailed as winners of this Via.

## Before Day 1

1. Using the CIRCUS MAXIMUS GAMEBOARD master, make an overhead transparency for use as a gameboard during play.

2. Duplicate and cut apart the 90 MAXIMUS QUESTION CARDS and the 10 MAXIMUS CRASH CARDS before playing the game (see individual daily instructions).

3. Duplicate the following handout:
   - HISTORICAL OVERVIEW: CIRCUS MAXIMUS (one per student)

### Day 1

1. Before beginning the activities of this Via, remind students that their Life-Sizers (see Via III) will be due before the end of this Via in order to be graded and included in the final corona calculations for determining who is going to be the Grand Gen of Rome.

2. Give a copy of HISTORICAL OVERVIEW: CIRCUS MAXIMUS to each student to read quickly. Then hold a brief discussion. Next have students put together all the historical overview essays from previous Vias. Tell members of each gen to look over each of these and to review all their notes on these essays.

3. Remind students that this information will be important during the Circus Maximus competition and that *they may refer to their notes, if necessary, while answering questions, during the "chariot race" next hour.*

# GUIDELINES/DAILY DIRECTIONS - 2

**Day 2**

TT TEACHING TIP

*The 15-minute chariot race in* Ben Hur *is a thrilling, breathtaking scene—show it! Also consider video snippets from* Spartacus, The Robe, The Last Days of Pompeii, Demetrius, *and* The Gladiators. *All have excellent footage for motivating students and add to the excitement of this Via.*

1. Prior to this lesson, show the chariot scene from the film *Ben Hur*—if you possibly can. Also, you'll need the overhead transparency of the CIRCUS MAXIMUS GAMEBOARD which you previously made.

2. Have each group design a small team marker representing its gen animal to show its position on the gameboard. You might also suggest that each team wear their colors on the day of the competition. Additionally, each group will need to create two to three more crash cards to add to those provided (see MAXIMUS CRASH CARDS for examples).

**Day 3**

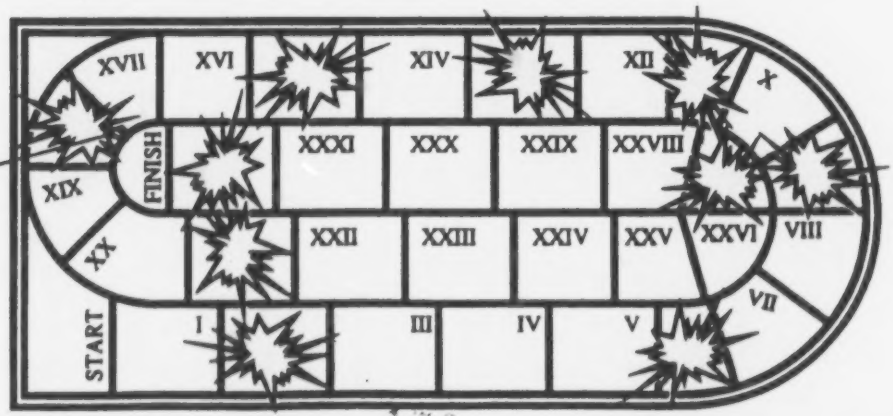
1. Go over the following race rules carefully before beginning play.

   **Race rules**

   a. Have each gen pick a Circus Maximus color—red, white, blue, green, purple, or gold—to wear during the race. Tell gens to place markers on the Start position.

   b. Have one member of each gen roll a single die to determine group play order.

   c. Tell each gen it must designate the person answering each time it is the gen's turn, and that a different person must answer each time until all members have been on the "firing line."



# GUIDELINES/DAILY DIRECTIONS - 3

TT TEACHING TIP

*You could simulate the chariot race in class by moving "charioteers" seated in desks around the classroom divided in the middle with a "spina" made up of long cardboard boxes. Middle school students will love this arrangement.*

d. The first group member draws a MAXIMUS QUESTION CARD. If he/she answers correctly, he/she rolls the die to determine how many spaces on the gameboard the gen may move its marker. If the response is incorrect, the gen can do nothing until its next turn. If the roll results in landing on a MAXIMUS CRASH CARD space, they draw a card and follow the directions.

e. Continue game play until there is a winner or first, second, third, or however you decide is best. You may wish to do several races, awarding denarii to each winner. Students will undoubtedly be enthusiastic about their "chariot driving" abilities.

f. No corona is awarded for this Via, but you may award denarii for outstanding achievement.

***Note:*** *Preview all cards prior to the game and use only those which include information that students have been responsible for in their studies. You may create question cards of your own.*

g. Remind students to bring their Life-Sizers to class tomorrow.

**Day 4**

1. You may wish to make an objective test from the questions given in the races and give it this day. You, of course, can also add questions of your own, including essay questions.

2. While the students are taking the test, you can be grading their Life-Sizers. This will act as motivation for the final Via, Banquet.

# GUIDELINES/DAILY DIRECTIONS - 4

**Answer key to MAXIMUS QUESTION CARDS:**

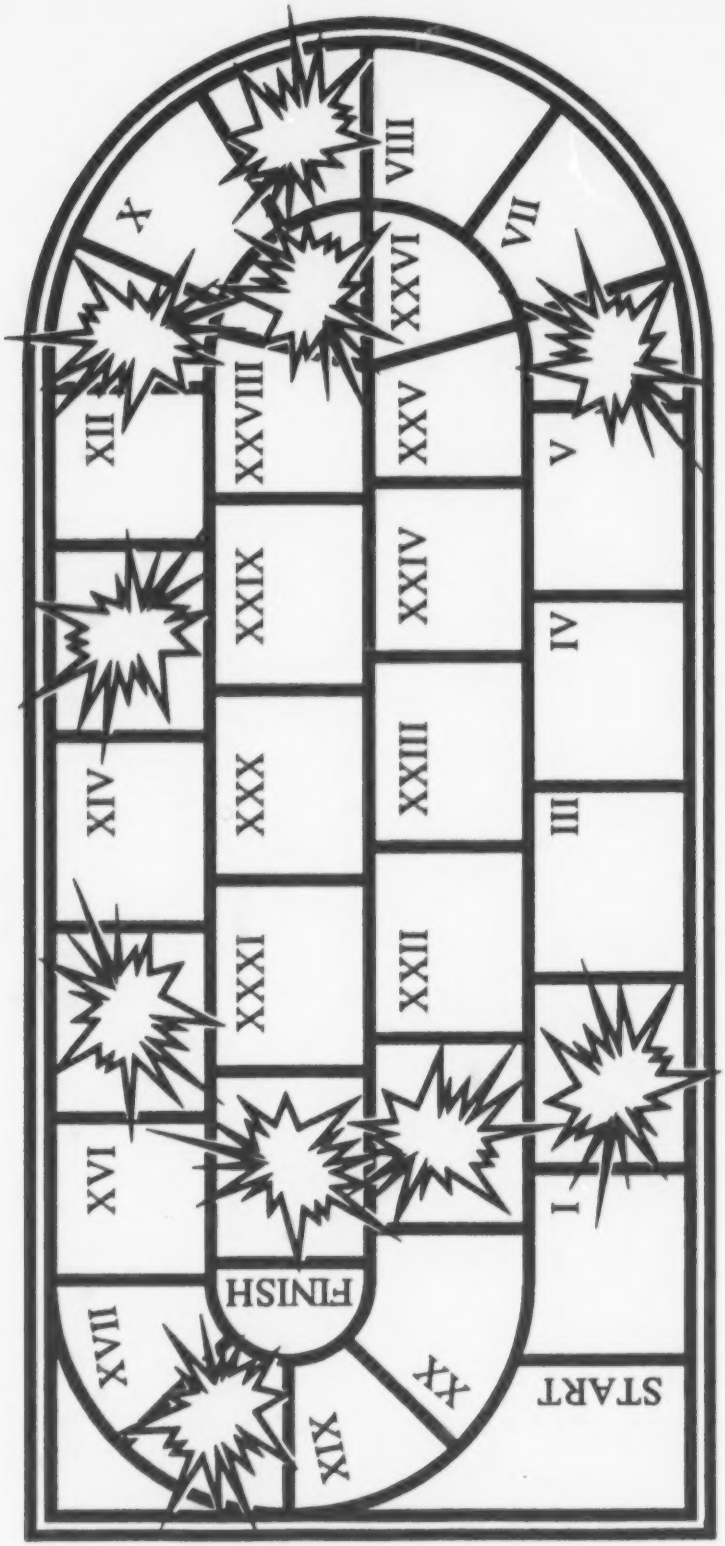
| | | | | |
|---|---|---|---|---|
| 1. d | 2. d | 3. d | 4. c | 5. b |
| 6. b | 7. c | 8. c | 9. c | 10. d |
| 11. c | 12. c | 13. b | 14. d | 15. d |
| 16. d | 17. d | 18. d | 19. d | 20. d |
| 21. a | 22. c | 23. c | 24. d | 25. c |
| 26. d | 27. c | 28. b | 29. d | 30. c |
| 31. c | 32. d | 33. c | | |

34. They feared he was attempting to become king.
35. They usually tried to enlist conquered people as allies. Kind treatment usually insured their loyalty in time of troubles.
36. Augustus
37. Marcus Aurelius
38. There was no fixed order of succession. The strongest man usually became the next emperor.
39. They were more concerned with their own personal power than with the ability of the Republic to govern. They made it impossible for the government to rule. They raised personal armies which waged war on their own people. They created such unrest that most people were willing to see the republic die just to stop the fighting.
40. Hannibal
41. Attila
42. The Greeks
43. Colosseum
44. The Byzantine Empire
45. Rule by one man, who does not inherit the throne.
46. One of the two most powerful positions in the Roman Republic.
47. A title given to a victorious Roman general.
48. Making a decision about which there is no changing your mind. Caesar crossing the Rubicon River made him an enemy of the Senate and he could not turn back.
49. Rome was the hub of a great highway system all leading to the city. Likewise, Rome was the center of the trade and commerce of the empire. Any major urban center could be referred to in the same manner.
50. A government with elected officials

51.- 60. have no one correct answer. Reason and evidence should be the factors used in determining if students have answered satisfactorily.

61. Jupiter
62. Legions
63. Senate
64. Patrician
65. Plebeian
66. Romulus and Remus
67. Julius Caesar
68. Augustus Caesar
69. Forum
70. Republic
71. Dictator
72. Pompeii
73. Coronae
74. Vestal virgin
75. Aeneas
76. Gaul
77. Mediterranean Sea
78. Tiber
79. Etruscans
80. Seven
81. Cicero
82. Diocletian
83. Nomen
84. Bulla
85. Rooms in Roman house (atrium, peristylum, culina)
86. Roman magistrates titles (praetors, censors, tribunes, consuls)
87. Twelve tablets
88. Janus
89. Tullianum Prison
90. Tabulae

# CIRCUS MAXIMUS GAMEBOARD



# HISTORICAL OVERVIEW: Circus Maximus - 1

**Roman entertainment** Chariot racing was one of the most popular Roman entertainments and was enjoyed all over the empire. In Rome there was an enormous stadium called the Circus Maximus (Great Circus), in which the Romans held chariot races. Two other smaller circuses were within the city: the Circus Flaminius and the Circus Gai. The Circus Maximus, however, was the finest in the empire. This building held 250,000 spectators and had been built in the little valley between the Aventine and the Palatine hills. The seats rose up the hillside while the race track was on the flat land below. The racing track was 840 yards long and 87 yards wide. In addition to the actual structure, each emperor embellished the area with columns, statues, and other ornaments. The most famous of these ornaments on display was an obelisk of Pharaoh Rameses II, brought from Heliopolis.

**The track and the race** Roughly oval in shape, the track had a barrier down the middle called the *spina*, or backbone. The turning points at each end were marked by three posts called *metae*. The chariots left from 12 starting-gates or stalls called *carceres* at one end of the track. The laps were counted by seven large wooden eggs—*ova*. The exact location of these is unknown today, but they were probably on the spina.

The races began with the dropping of a white cloth by the president of the games, usually the emperor. The chariots had to do seven laps of the track. The most dangerous and therefore the most exciting part of the race was at the curves or turning points. Many crashes occurred there because of the sharp turns required. The horses' reins were tied around the waists of the charioteers, but the charioteers carried knives so that they could cut themselves free if they crashed and were dragged by their horses.

Normally, 24 races were held each day at the circus. Our modern race tracks usually run six in an afternoon, so you can see that a day at the races lasted a long time. Emperor Domitian once reduced the number of laps from seven to five so that 100 races could be run in a single day. The races were run with teams of two, three, four, six, or seven horses, though four was the most popular number. These horses were exceptionally well trained and some became very famous. Emperor Caligula had a horse, Incitatus (Swift), that became nervous at noise. So on the day before the races, the neighborhood around the stables was filled with troops to ensure complete silence in hopes that his horse would win the next day! Incitatus had a marble stable, an ivory stall, purple blankets, and jeweled collars. Caligula had given him a house, furniture, and slaves. He even considered making Incitatus a consul. Caligula was assassinated shortly after this idea, though for other reasons.

**Noted athletes** The charioteers were as glamorous as modern athletes or rock stars and earned enormous sums of money. Some men such as Diocles, Scorpus, Epaphroditus, or Pompeius Musclosus won so many races that they became household names. Most charioteers, however, were not this fortunate. Roman records are full of young men, after only a short career, who died in the frequent crashes.

The charioteers raced in teams known by their different colors: the Reds, the Whites, the Blues, and the Greens. Emperor Domitian added two new teams, the Purples and the Golds, but these probably did not survive his reign. Each team had its own stables, trainers, and backers who made great profits out of their investments. So did the charioteers. One of the most famous was Gaius Apuleius Diocles about whom the following inscription details his illustrious career:

> *"Gaius Apuleius Diocles, Charioteer of the Reds, a Spaniard, aged 42 years, 7 months, and 23 days. He drove his first chariot with the Whites in A.D. 122. He won his first victory with the same team shortly after. His first victory with the Reds was in A.D. 131.*
>
> *"Grand totals: he drove chariots for 24 years, started in 4257 races and won 1462 of them. He won 92 major money prizes, made up as follows:*
>
> *32 prizes worth 30,000 sesterces*
> *28 prizes worth 40,000 sesterces*
> *29 prizes worth 50,000 sesterces*
> *3 prizes worth 60,000 sesterces*
>
> *"In addition, he won a total of 35,863,120 sesterces"*

# HISTORICAL OVERVIEW: Circus Maximus - 2

**Race day** The races themselves were quite an exciting way to spend the day. First, the ritual procession—*pompa*—took place starting at the Capitoline Hill and proceeding down the Tuscus Vicus to the Circus Maximus. There sacrifices and rituals to the gods took place while the crowd entered the stadium and began to place their bets. Shortly after that the first race began. The magistrate, dressed in an elaborate toga, leaned from his enclosure and threw down a white flag or handkerchief, the signal for the start of the race. From behind their barriers the chariots set off raising clouds of dust. The horses' manes, studded with pearls, streamed in the wind. The drivers, dressed in the color of their faction, desperately tried to take the lead. The crowd, trembling with excitement, shouted their support to their favorite driver and stable. Everything would be decided in the last round when drivers and teams would exert the supreme effort to win.

Roman authors wrote quite a bit about the races. Juvenal, in his *Satires* (11.197), describes the opening day at the races:

> *"People came from far and near to see the races, to all of them it was a most exciting and colorful spectacle. Some liked to make bets, while others, especially women, were there because it was a big social event, and not to be missed.*
>
> *"The races started with a procession of chariots through the Processional Gate, the horses sleek and well-groomed, the charioteers splendid in their colorful costumes. To add to it all, statues of gods and goddesses were paraded: Jupiter, King of the Gods; Mars, God of War; Venus, Goddess of Love and Beauty; and Neptune, the patron God of Horses. The people in the crowd wore the colors of their favorites: the Reds, Whites, Blues or Greens, according to the wearer's fancy."*

Ovid, in his *Amores* (3.2), describes the seating arrangement in the hot and cramped Circus Maximus:

> *"You on the right, sir—please be careful,*
> *Your elbow's hurting the lady.*
>
> *And you in the row behind—sit up sir!*
> *Your knees are digging into her back.*
>
> *But what about a breath of air while we wait?*
> *This program will do as a fan."*

Sound familiar? Then the race begins:

> *"Now they've cleared the course. The Praetor's starting the first race.*
> *Four-horse chariots. Look—they're off!*
> *There's your driver. Anyone you back is bound to win.*
> *Even the horses seem to know what you want.*
> *My God, he's taking the corner too wide.*
> *What are you doing? The man behind is drawing even with you.*
> *What are you doing, wretch? Breaking a poor girl's heart.*
> *For pity's sake, pull on your left rein!*
> *We've backed a loser. Come on everyone, all together, flap your*
> *togas and signal a fresh start.*
> *Now they're off again—plunging out of their stalls, rushing down the course in a clash of colors.*
> *Now's your chance to take the lead. Go all out for that gap.*
> *Give my girl and me what we want.*
> *Hurrah! He's done it! You've got what you wanted, sweetheart.*
> *That only leaves me—do I win, too?*
> *She's smiling. There's a promise in those bright eyes.*
> *Let's leave now. You can pay my bet in private."*

**Summary** When you remember that the Romans had more than 200 public holidays a year and none of our modern entertainment like television or motion pictures, it's no small wonder that the Circus Maximus, filled with hundreds of spectators eagerly shouting for their favorite driver and team of horses to win, was a favorite pastime of the ancient Romans.

1. When the Romans conquered other parts of Italy, they
   a. made the people convert to the Roman religion
   b. killed the local leaders and enslaved the people
   c. imposed heavy and unfair taxes
   d. let the conquered people govern themselves under Roman rule

2. The Roman Republic came to an end
   a. during the First Punic Wars
   b. when the Etruscans were driven out of Rome
   c. when Julius Caesar defeated Pompey the Great
   d. following the death of Julius Caesar

3. The government of Rome was controlled by
   a. members of the working class
   b. educated women
   c. former slaves
   d. wealthy aristocrats

4. French, Spanish, Italian, Portuguese, and Romanian are called "Romance languages" because
   a. they sound very beautiful
   b. the greatest love poetry is written in these languages
   c. they are based on Latin, the language of Rome
   d. the writers on the Romantic Movement used these languages

5. The *Aeneid* was written by the great Latin poet:
   a. Cicero
   b. Virgil
   c. Pliny
   d. Homer

6. The Romans are known for their contributions to all the following fields *except:*
   a. literature
   b. music
   c. law
   d. science

7. Rome was located on the
   a. east coast of Italy
   b. Po River
   c. Tiber River
   d. west coast of Sicily

8. Plebeians were dissatisfied with the government of the early Roman Republic because it was dominated by
   a. merchants
   b. dictators
   c. patricians
   d. censors

9. Rome and Carthage competed for control of
   a. Asia Minor
   b. the Appian Way
   c. the western Mediterranean
   d. Greece

10. Tiberius and Gaius Gracchus wanted to
    a. return all conquered lands to their original owners
    b. establish the Second Triumvirate
    c. abolish slavery within the city of Rome
    d. distribute land to the small farmers

11. Julius Caesar gained power by
    a. murdering Tiberius and Gaius Gracchus
    b. overthrowing the Senate
    c. defeating Pompey
    d. conquering Carthage

12. Augustus Caesar changed the government of Rome by
    a. abolishing the First Triumvirate
    b. ordering a census for the first time
    c. ruling as an absolute monarch
    d. making plebeians and patricians equal

13. During the Pax Romana, Romans
    a. won control of Italy
    b. enjoyed a stable government
    c. lost their empire
    d. adopted a democratic form of government

14. Early Rome was influenced by all of the following *except*
    a. Greeks
    b. Etruscans
    c. Latins
    d. Babylonians

15. The Twelve Tables of Law were important because they
    a. allowed plebeians to serve in the Senate
    b. allowed Roman women to divorce their husbands
    c. made Rome a republic
    d. gave Rome its first written legal code

16. The cheap grain and many slaves that were sent to Rome during the empire caused problems for
    a. wealthy plebeians
    b. large landowners
    c. military leaders
    d. small farmers

17. How were Tiberius Gracchus and Julius Caesar similar?
    a. They both wanted to be made king.
    b. They both defeated their enemies.
    c. They both wanted the patrician class to rule.
    d. They both were murdered by their enemies.

18. What did Augustus Caesar do that encouraged trade throughout the empire?
    a. Paid large salaries to civil servants
    b. Built huge monuments to the gods and heroes
    c. Provided free bread and games to the poor
    d. Protected merchants and travelers on the sea and land

19. Romans used aqueducts to
    a. support large buildings
    b. decorate public buildings
    c. improve transportation of goods
    d. carry water to the cities

20. One sign that the Pax Romana was over was the
    a. development of slavery
    b. use of Greek ideas in art and architecture
    c. introduction of paper money instead of coins
    d. breakdown of trade and government

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21. Emperor Diocletian tried to strengthen the empire by
    a. setting limits on the prices of goods and wages
    b. encouraging people to change jobs
    c. making the Roman army smaller and more efficient
    d. reuniting the two halves of the empire again

22. Emperor Constantine changed Roman policy toward the Christians by
    a. choosing the pope himself
    b. freeing St. Paul from prison
    c. officially tolerating the Christian church
    d. executing as many Christians as he could find

23. "Greece has conquered her rude conqueror." The Roman poet Horace meant that the Greeks had
    a. saved the Romans from the German tribes
    b. won high positions in the Roman government
    c. provided the models for most of Rome's culture
    d. conquered large pieces of the Roman empire

24. During the Roman Empire, a system of law developed that
    a. gave women equal rights with men
    b. ignored the customs of people in the provinces
    c. allowed judges to write their own law codes
    d. considered people "innocent until proven guilty"

25. Roman law is considered an important achievement because it
    a. was the first written law code
    b. created separate laws for each province in the empire
    c. required judges to base their decisions on evidence
    d. limited the power of the kings

26. Constantine built a new capital at Constantinople in order to
    a. fight the barbarian invaders
    b. avoid a fight with the western emperor Diocletian
    c. limit the power of the Greeks to influence government
    d. be closer to the rich commercial cities of the east

27. The phrase "fall of Rome" refers to the
    a. defeat of Roman armies by Attila the Hun
    b. sack of Rome by the Visigoths in A.D. 410
    c. removal of the emperor by Odoacer in A.D. 476
    d. the death of the emperor at the Battle of Adrianople

28. Most planets in our solar system are named after Roman
    a. emperors
    b. gods and goddesses
    c. generals
    d. scientists

29. Carthage and Rome were bitter rivals because the Carthaginians
    a. refused to worship Roman gods
    b. drove the Romans out of Gaul
    c. were allied with Alexander the Great
    d. competed with Rome for trade in the Mediterranean

30. Roman politicians offered programs of "bread and circuses" mainly to
    a. keep farm prices high
    b. provide work for entertainers
    c. gain support of the poor and unemployed
    d. encourage people to enlist in the army

| | |
|---|---|
| 31. Two outstanding contributions of Rome to Western civilization were in<br>a. literature and medicine<br>b. painting and drama<br>c. engineering and law<br>d. music and military tactics | 36. The Pax Romana began with the rule of this Roman emperor. Who was he? |
| 32. Though the Romans tolerated many religions, which of the following was one reason they viewed Christianity as dangerous?<br>a. Christians persecuted people who followed the religion of Rome<br>b. Christians were in favor of dividing up the empire<br>c. Christians were actively trying to overthrow the government<br>d. Christians refused to worship the emperors | 37. The Pax Romana supposedly ended when this emperor died. Who was he? |
| 33. Which of the following was a Roman contribution to architecture?<br>a. arch<br>b. column<br>c. dome<br>d. stone stairway | 38. Why did the death of an emperor often result in a power struggle? |
| 34. Why did Brutus and Cassius plot to kill Caesar? | 39. How did Roman generals like Marius, Sulla, Pompey, and Caesar contribute to the downfall of the republic? |
| 35. The Roman Republic rarely punished conquered people. Why was this? | 40. What famous Carthaginian general was unable to capture the city of Rome? |



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| | |
|---|---|
| 41. Who led the Huns, invaders of the Roman empire in the 5th century? | 46. Define the word, consul. |
| 42. Who were the people who most influenced Roman culture? | 47. Define the word, imperator. |
| 43. What is the name of the structure where the Romans watched gladiatorial combats take place? | 48. What does "Crossing the Rubicon" mean? |
| 44. What was the name of the eastern half of the Roman Empire that lasted nearly 1000 years after the fall of Rome? | 49. What is the meaning of this phrase: "All roads lead to Rome." |
| 45. Define the word, dictator. | 50. Define the word, republic. |

| | |
|---|---|
| 51. How did the Roman family help to strengthen the Roman state? | 56. Choose one factor that caused the decline of the Roman Empire. Describe this factor and explain how it helped to cause the end of the Roman world. |
| 52. Using Roman stories as your example, what were three qualities that all good Romans should have? Why would these qualities build a strong political state? | 57. Describe the social classes of the Roman Republic and Roman Empire. Name as many as you can remember, choose one and describe what their daily lives were like. |
| 53. If you had lived in Rome at the end of the republic, would you have supported the policies of the Gracchi Brothers? Why or why not? | 58. What were some important products of the Roman economy? Explain why these items were important. |
| 54. If you had lived in Rome at the end of the republic, would you have supported the policies of Gaius Marius or Lucius Cornelius Sulla? Why or why not? | 59. Do you think the Roman Empire tried new and innovative ways to solve their problems? Does our own culture try new ideas? Explain. |
| 55. Imagine you're a Roman senator in 44 B.C. You've been approached by a group of senators who want you to join their plot to assassinate Gaius Julius Caesar. What would you say and do? | 60. What's an empire? How is it different from a country? Which would command the loyalty of its people more effectively? Why? |

| | |
|---|---|
| 61. Who was the chief god of the Romans who had a large temple on the Capitoline Hill? | 66. Who were the legendary founders of Rome? Hint: they were twin brothers. |
| 62. What were the divisions of the Roman army called? | 67. July is named for this very famous Roman. |
| 63. What was the chief governing body of Rome during the republic? | 68. This man was the first emperor of Rome. |
| 64. Upper-class Romans were members of this social class and held nearly all important government offices. | 69. The central meeting place or plaza for Roman government and worship. |
| 65. Commoners, artists, and merchants were members of this social class. | 70. A form of government in which the leaders are elected. |

| | |
|---|---|
| 71. This Roman official was chosen to serve for no more than six months and had unlimited power. | 76. The present-day country of France was once this Roman province. |
| 72. This city was destroyed by Mt. Vesuvius. | 77. This large body of water, called the "Roman Lake," separates the continents of Europe and Africa. |
| 73. These were wreaths awarded to the bravest generals and soldiers. | 78. Rome was built on the banks of this Italian river. |
| 74. These priestesses tended the sacred flame of Rome and could pardon condemned criminals. | 79. Neighboring Italian tribe who conquered Rome and influenced many of her customs and traditions. |
| 75. The legendary ancestor of all Romans, son of Venus, who came from the city of Troy. | 80. Rome was built on how many hills? |

| | |
|---|---|
| 81. This man was Rome's most famous orator. | 86. Name a political office held by Roman magistrates. |
| 82. This emperor divided the Roman Empire into two parts. | 87. Romans recorded their laws on these. (Hint: They were displayed in the Forum.) |
| 83. The clan or gen name of a Roman, it appears second. | 88. The Roman god of beginnings and endings, he watched over all doorways. |
| 84. A special amulet worn around the neck of all Roman children until they reached adulthood. | 89. Enemies of the Roman state were confined in this place. |
| 85. Name a room in the Roman house. | 90. Romans kept records on these rectangular wooden tablets. |

## MAXIMUS CRASH CARD

Your team of Arabian stallions is still at sea. Lose one turn while you wait for them to arrive at the Circus Maximus.

## MAXIMUS CRASH CARD

Emperor Domitian is in the stands today. He is a supporter of the Gold and the Purple teams. If you're wearing one of these colors, move ahead two spaces. If you're not, stay where you are.

## MAXIMUS CRASH CARD

Your team is the favored team in today's race. Bets have never been so high. You can't lose. Advance your team two spaces.

## MAXIMUS CRASH CARD

Your lead horse is in rare form for today's race. He is a magnificent animal. Move ahead two spaces.

## MAXIMUS CRASH CARD

Going into the turn, you lose control of your team of horses. You fall behind. Go back one space.

## MAXIMUS CRASH CARD

The gods are on your side today. They grant you a favor. Select two opposing teams to go back one space each.

## MAXIMUS CRASH CARD

Bad weather postpones the starting time. Stay where you are until your next turn.

## MAXIMUS CRASH CARD

The emperor grants your fondest wish. Exchange places with the team of your choice. You must exchange with someone.

## MAXIMUS CRASH CARD

In their excitement, the crowd stampedes onto the track. You run over three plebeians. Stop and find out how seriously your horses are injured. Go back one space.

## MAXIMUS CRASH CARD

You forgot to pay the entry fee. Pay 10 denarii or go back three spaces. Sorry.

Via VII: Banquet

## Via VII: Banquet

"When in Rome, do as the Romans do!"—and the Romans would have definitely had a party! This Via allows students to "feast" on facsimiles of Roman cuisine, introduce their life-size "guests," and find out who has become the Grand Gen of Rome. Not a Via to be missed, it provides a real "up-beat" way to end your class' study of Rome and the Romans.

## Before Day 1

Duplicate the following:
- ROMAN CLOTHING AND FOOD (one per student)
- BANQUET COMMITTEES (one per student)

### Days 1-2

1. Have the gens carefully check their DENARII BALANCE SHEETS to make sure they have included all denarii earned during each of the previous Vias and that they have added in their bonus denarii for each corona received. (Each corona doubles the amount of denarii earned during that Via.)

2. Determine the Grand Gen of Rome by referring to the gens' DENARII BALANCE SHEETS. Have all members of the winning gen stand, and then place the badge of the Corona Triumphalis around their necks. Tell them they will sit as guests of honor at the banquet.

3. Make sure all gens have their gen's standard with all coronae attached to take to the banquet.

4. Distribute the ROMAN CLOTHING AND FOOD handout as a homework reading assignment.

5. Tell each student to design a costume for the banquet.

6. Pass out the BANQUET COMMITTEES assignment. These committees need to be formed to organize the following activities, with each committee having at least one member from each gen:

   - **Parade of the Life-Sizers** (This assignment was given during Via III: Temple of Apollo.) Students participate by bringing their Life-Sizer "guests" to class on the day of the

banquet. The committee arranges for a procession of the Life-Sizers around the room and for a place to hang each Life-Sizer. Before hanging their guest up, each student explains briefly whom he/she is role-playing. This activity is normally done first. Following the placement of the Life-Sizers, the "new" Romans then take their places for the banquet. This committee is also responsible for classroom arrangement and should try to simulate a banquet room as much as possible, given the limitations of the classroom. The Grand Gen of Rome is normally seated in front in a place of honor. (See BANQUET COMMITTEES handout.)

*Make sure arrangements for food and decorations are done before the banquet and that students responsibly bring in items as they have promised.*

- **Food** Have groups select a representative to meet with other gen representatives to plan a menu for the banquet. This select committee should examine the sample Roman menu given in the ROMAN CLOTHING AND FOOD handout and discuss how each gen could simulate producing two appetizers, two main courses, and two desserts. The committee then divides the responsibilities among the six gens, with each gen being responsible for bringing one dish. Each dish, in reference to quantity, need only be sufficient to allow each student a taste, not a full helping. This committee may also serve a fruit punch simulating wine, if you approve. (See BANQUET COMMITTEES handout.) The food is normally served following the Parade of the Life-Sizers when everyone is comfortably seated. The members of this committee circulate with their dishes, allowing each Roman one spoonful (or less) with plastic spoons being provided by the committee. (The server can also be accompanied by a servant carrying a large pitcher containing the punch which he/she pours into a paper cup held out by the Roman.) After the "tasting," each gen representative can explain how the dish was simulated and compare it to what the Romans actually ate.

- ***Note Well:*** *This food activity has its own motivation and rarely needs much encouragement. After all the formal activities have been held, you can also arrange to serve an actual lunch or supper of pizza or take-out chicken if you can manage the details, including asking parents to come.*

# GUIDELINES/DAILY DIRECTIONS - 3

- **Speeches** Each member of this committee is responsible for writing a speech of praise for the Grand Gen of Rome. These speeches should extol the gen in terms of the values of the ancient Romans. Students would need to use all the information they have learned in order to write a good speech. They may also wish to write their speech in poetic form. These speeches are normally given after the "meal."

- **Entertainment** Each gen should send at least two members to this committee. The committee's responsibility is to get various students to volunteer to perform for the class. Juggling, dancing, playing musical instruments such as flutes or string instruments, or performing original skits that are satires of Roman life and society are some suggestions. The entertainment follows the speeches and is continued until the end of the banquet.

TT TEACHING TIP

*Providing your students with Roman literature will be of help here.*

Above all, make this final activity of ROMANS a festive one. Remember that the Romans themselves would have made this one more holiday to celebrate!

# ROMAN CLOTHING AND FOOD - 1

## Clothing

Most Romans wore clothing made of wool or linen, although cotton and silk were also used. Men always wore white for official or formal occasions, though parties often called for brighter colors.

**Men's clothing** A man's basic clothing consisted of a loincloth, a tunic, and, if he was a citizen, he would also wear a toga—a large piece of cloth wrapped around the body.

Togas were generally white, but Romans wore other colors. Brightly colored dress was appropriate for parties; Romans wore dark togas for funerals or mourning periods. A member of the Senate was entitled to wear a purple band on his white toga, and the emperor's toga was purple with golden embroidery.

**Women's attire** A woman's basic clothing consisted of two pieces of underwear, an under tunic, with or without sleeves, and a dress, called a stola. Women sometimes wore a shawl, or palla, over the stola.

*Noblewomen with slave*

Stolas could be any color, determined by the occasion. Respectable women would have wrapped themselves up well when outdoors, keeping their heads covered.

When traveling, people wore cloaks of various designs. Footgear ranged from sandals, to shoes, to boots. They were usually made of leather, though women might have worn cloth slippers.

**Younger fashions** Children's clothes were miniature versions of their parents. Boys did not wear togas until they had come of age.

**Jewelry** Romans loved jewelry, and rings were the most popular form. Brooches—called *fibula*—were used by both sexes for fastening clothing, much like a large safety pin. Cameos, metal chains, necklaces, and bracelets were popular. Romans did not use diamonds, as these gemstones were too hard to cut, but they often used opals, pearls, and emeralds. Most women pierced their ears to wear a wide assortment of earrings.

**Hair styles** In the early days of the republic, men kept their hair and beards short and simple. Later, beards went out of fashion and most men were clean shaven. Toward the end of the empire, long hair and beards in elaborate styles became popular.

During the early republic, women wore their hair in simple buns, but, by the beginning of the empire, elaborate styles using braids, curls, and waves were popular. They used heated tongs to curl the hair and women often used jewelry and scarves to keep hairstyles in place.

## Food

All those wonderful stories about Roman banquets of peacock's tongues and ostrich eggs cooked in honey really give a false impression about the diet of most Romans. During most of the history of Rome, the people lived simply and economically. Bread and a sort of porridge made of boiled wheat was the daily fare of the majority of Romans.

To relieve the monotony of such a meal, the Romans added flavorings and relishes when possible. Herbs, olives, mushrooms, and other vegetables, along with fish, wild bird, and other meats were added to this porridge if they could be found and afforded. In the early days, most cooks were slaves and Roman meals were probably dull and unexciting. Later cooks, however, were skilled at making a variety of sauces and flavorings. The most popular Roman sauce was *liquamen*—a salty liquid made from fish or fish wastes and brine. One way of preparing it was to gut a tuna fish and to put the entrails and other fish waste into a vessel filled with brine and to leave it for six weeks or so to ripen. Anchovies and mackerel were also used to prepare this sauce. It was probably very similar to the fish and soy sauces used in Southeast Asian cooking today.

Another favorite flavoring came from an African plant called *silphium,* which we cannot identify today. When a crop failure took silphium off the market in the first century, the Romans substituted *asafetida,* a fennel seed with the heavy smell of rotting garlic. These both sound terrible, but it's noteworthy that there are small quantities of both asafetida and anchovy essence in our modern Worcestershire sauce.

**Jentaculum** The Romans started their day with a light meal called the *jentaculum,* which took place at sunrise or at the first hour. This might consist of a little wheat pancake, biscuit, or bread. Adults might add salt, honey, dates, or olives to enliven the taste. Some might dip this in wine or milk, much as some people dip danish in coffee today.

**Cena** The main meal, the *cena,* occurred around 2:30 p.m. in the summer (1:30 p.m. in the winter) when the day's work was complete. For most Romans this meal was a flavorful wheat meal porridge. In his writings, Cato provides one recipe for this dish: "Take half a pound of wheat, wash it well, thoroughly rub off the husk, and rinse it. Then put it in a pot and cook it well. When it is done, add milk by degrees until it is a thick porridge. For a more tasty dish add three pounds of new cheese, a pound of honey, and an egg."

**Prandium** During the empire period, the cena became the *prandium,* a light lunch, consisting of bread and cheese with a little meat eaten as a snack. Sometimes, it was more formal with hot or cold fish, poultry, and meat accompanied by hot wine and water and *mulsum* (wine sweetened with honey).

**Vesperna** During the republic, a light supper, the *vesperna,* took place at the end of the day before going to bed. This meal consisted of bread, cheese, fruit, and perhaps some cold or hot meat. However, as more and more Romans went to the Baths at the end of the working day and spent hours there, the main meal, the cena, occurred at a later hour and the vesperna disappeared altogether. As wealthy Romans became "the slaves of their stomachs," this late meal became a real feast for the palette, the nose, the ears, and the eyes. The foods eaten by the rich were quite different from the fare consumed by the poor.

**How did wealthy Romans eat?** A rich man's meal began with a great variety of hors d'oeuvres: salads, radishes, mushrooms, eggs, oysters, and sardines. The Romans

# ROMAN CLOTHING AND FOOD - 3

called this course the *gustatio* or *promulsio* because it was followed by a drink of mulsum. After this tasty beginning, up to six or seven courses followed. The Romans ate a variety of fish, poultry, and meat during these main courses. The Mediterranean provided mackerel, tuna, mullet, eels, and shellfish, such as prawns and oysters. Freshwater fish were less popular but were available from rivers and lakes. Some wealthy patricians had their own private fish ponds to supply their needs.

Meat came in the form of boar, venison, goat, mutton, lamb, kid, sucking pig, rabbit, and dormice. Poultry dishes included almost every known type of bird: chicken, geese, ostriches, cranes, duck, partridges, pheasants, pigeons, doves, thrushes, and—for the rich—peacocks. After these main courses, an offering of wheat, wine, and salt for the household gods was placed on the family altar. Then came dessert, called "second tables," in which every type of honey-sweetened cakes and fruits imaginable were served. (Cane sugar was known in Rome but the Romans used honey as their primary sweetener.)

These Roman banquets took hours to complete, as talking and visiting were an important part of the event. At dinner, Romans lay on their sides on couches arranged around the room. A small army of slaves was necessary to attend to the diners' every whim. Romans ate their food with their fingers or with spoons; they did not use forks or knives. Using fans made of peacock's feathers, slaves kept flies off the food. They also provided finger bowls and napkins. In earlier times men and women dined separately, but during the empire they joined one another for the feast. Musicians and dancers entertained the guests; poets and playwrights had an opportunity to read their latest works. Of course, discussions about politics, sports, art, and gossip were essential to the well-planned Roman banquet.

Roman writers criticized these elaborate feasts of the rich. One philosopher suggested that the very rich "were digging their graves with their teeth." Indeed, some Romans made it a habit to overeat and then tickle their throat with a feather to make themselves regurgitate, so they would have room to eat some more. Imagine that happening at a modern-day dinner. This life, however, was only for the wealthy; most Romans did not eat like this and instead led a fairly healthy life on a saner, simpler diet. Whole-wheat bread, porridge, fruit, and vegetables were the staples of their lives.

**Typical Roman feast menu**

***Appetizers***

- Jellyfish and eggs
- Patina of brains cooked with milk and eggs
- Boiled tree fungi with peppered fish-fat sauce
- Sea urchins with spices, honey, oil and egg sauce

***Main courses***

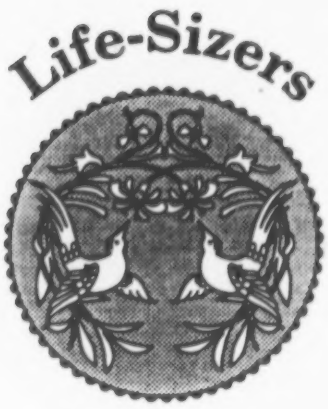
- Fallow deer roasted with onion sauce, rue
- Jericho dates, raisins, oil and honey
- Boiled ostrich with sweet sauce
- Turtle dove boiled in its feathers
- Roast parrot
- Dormice stuffed with pork and pine kernels
- Ham boiled with figs and bay leaves, rubbed with honey, baked in pastry crust
- Flamingo boiled with dates

***Desserts***

- Fricassee of roses with pastry
- Sconed dates stuffed with nuts and pine kernels, fried in honey
- Hot African sweet-wine cakes with honey

# BANQUET COMMITTEES - 1

**Instructions**: Each member of each gen will be a member of one of the four committees. After the committees are formed, follow the directions carefully to prepare for the banquet.




## Committee 1: Life-Sizers

1. Your first task is organize the classroom into a Roman banquet hall. Ideally, you would have furniture other than desks, but assuming you have to hold your banquet in a regular classroom, try using these suggestions:

   a. Group desks in such a way that they form couches arrayed around the room.

   b. Use bedspreads and/or blankets from home to drape over the desks.

   c. Arrange a special place of honor (perhaps, use gold or purple "drapes") for the Grand Gen of Rome.

   d. String light rope or twine around the perimeter at six feet or above to use as a hanging rod for the Life-Sizer cut-outs.

2. Your second task is to organize the Parade of the Life-Sizers. Have all class members who made Life-Sizers (assigned in Via III) stand and, one by one, walk around the room with their Life-Sizers and then briefly explain whom they represent before they hang their Life-Sizer on the twine strung around the room. (This will give the room the appearance of having "Roman ghosts" as guests while the "new" Romans dine.)

## Committee 2: Food

1. Study carefully the Roman banquet menu given as a sample in the ROMAN CLOTHING AND FOOD handout. Discuss how the various dishes could be simulated using modern food items.

2. Divide your committee into three sub-committees: one, for appetizers; one, for main courses; and, one, for desserts.

# BANQUET COMMITTEES - 2

## Food

3. Each member is to prepare a separate dish from his/her category. This dish need only be sufficient to give each class member a taste—no more than a spoonful.

4. Assign one member to bring a package of plastic spoons to give the Romans. (The original Romans, of course, did not have plastic, but, along with their fingers, they did use spoons.)

5. If your teacher gives permission, have another member acquire plastic cups and a large pitcher for the punch, which yet another committee member will be assigned to make.

6. After the Parade of the Life-Sizers and everyone is settled onto a couch, your committee will serve each dish. (Make certain each person has been given a spoon and a cup.) Also, one member should serve the "drink" from the pitcher, if you are using punch to simulate this.

7. ***Optional*** If conditions and time permit, arrange for pizza or take-out chicken to be served *after* the Roman meal and entertainment. (This may involve money contributions from the class.)

### Committee 3: Speeches

TT TEACHING TIP

***Note:*** *Refer the committee to the Roman virtues—courage, loyalty, bravery, honor, etc.—exhibited in the myths in Via I.*

1. Each committee member, except the one from the Grand Gen of Rome, must write and deliver a speech of praise for a member or all members of the Grand Gen of Rome. These speeches should show how the members are good examples of the values held dear by all Romans. The speeches may be in prose or in poetic form. (Ask your teacher for examples from Shakespeare, Cicero, or other famous writers.)

2. The Grand Gen of Rome committee member should write an acceptance speech for his/her gen being awarded the corona that demonstrates love of all that is Roman.

3. These speeches will be given either during or immediately after the meal.

# BANQUET COMMITTEES - 3

## Committee 4: Entertainment

1. Except for small classes, each gen should send at least two members to this committee.

2. The committee's main task is to get volunteers to provide some type of entertainment: juggling, dancing, playing musical instruments, or performing skits that are satires of Roman life and society. (Your teacher will provide you with some examples of the latter from Roman literature.)

3. Try to make the entertainment as festive as possible—remember, this is a Roman party!

*Why not have a class photographer available to immortalize your banquet? Of course, he/she should be in a toga too!*

*Of course, you may wish to make a videotape so next year's students can profit from watching your stupendous banquet!*